Education

The Department of Education at Washington University in St. Louis is an interdisciplinary community that bridges the theoretical and research foundations of education, traditional academic disciplines (e.g., sociology, psychology, history), and the professional practice of education. Our academic programs span a variety of disciplinary perspectives, methodological approaches (e.g., quantitative, qualitative), and levels of analysis ranging from the individual to complex systems. Each of us works from a disciplinary perspective, but we embrace and utilize other perspectives because such disciplinary synergies are critical to understanding and impacting the complex world of education. Individually and as a community, we are working to change education and other systems that perpetuate inequity and inequality. Our departmental theme of **"Equalizing Educational Opportunity: Equity, Inclusion, and Success in Classrooms, Schools, and Communities"** encapsulates this work.

Whether a student's goal is to discover how humans learn or to better understand educational institutions and policies, the Department of Education offers students a chance to explore their interests, develop their skills, and begin their journey to a rewarding career through undergraduate programs in Educational Studies. Our academic programming views the learning pathway as part of a broader transdisciplinary framework of development and well-being. Conditions associated with education and youth development represent a problem space where persistent engagement and planning across political boundaries, health care providers, youth-serving organizations, and educational institutions are critical. We offer a vibrant student-centered community in which faculty and staff are invested in the mentoring and success of students. Many of our classes are smaller and thus allow for meaningful interactions with the education community.

The Department of Education offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. Students in the Educational Studies program apply the perspectives and methods of a number of disciplines to questions about educational institutions, educational processes, and the social and cultural factors that affect them. They often go on to pursue careers in policy, research, and leadership.

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Faculty

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MEd, Middle Tennessee State University

Mel Nicolas
Administrative Coordinator, Faculty Support
BS, Missouri Southern State University

Majors

- Educational Studies Major

Minors

- Educational Studies Minor

Courses

EDUC 1101 First-Year Seminar
First-year seminar with varied topics.
Credit 3 units. ArtSci: FYS ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Fall, Spring

EDUC 1996 Education Elective: 1000-Level
This course is used for transcribing 1000-level EDUC elective units.
Credit 3 units. Eng: HUM, SOC
Typical periods offered: Fall, Spring, Summer

EDUC 2000 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units. ArtSci IQ: SSC Bus: HUM Design: SOC Eng: SOC
Typical periods offered: Spring

EDUC 2010 Introduction to Education
Introduction to Education course with varied topics.
Credit 3 units. AMCS: SOC ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Fall, Spring

EDUC 2060 Introduction to Education: Uncovering and Understanding Teachers and Teaching
What makes someone a teacher; both in their profession and personal identity? In this course, many of the issues that challenge, shape and define the practice and identity of classroom teachers are explored. Goals of the course include demystifying teaching and exploring it as an intellectual act; one that requires the bridging of research and theory to practice, careful planning and attention to detail, comprehensive knowledge of diverse students, responsiveness to/creation of the learning environment, and authentic representation of one's teacher identity. Students will embrace the art of pedagogical exploration and curation to design a personalized teaching brand; one that authentically represents their teaching style, abilities, and identity, yet is flexible enough to evolve over time. Throughout the course, students will build new understandings and capabilities based on critical and engaging discourse, design-based practice, reflection, and engaging classroom activities.
Credit 3 units. ArtSci IQ: SSC Bus: HUM Design: SOC Eng: SOC
Typical periods offered: Fall, Spring

EDUC 2100 Introduction to Speech, Language, and Hearing Sciences
This course provides an introduction to the fields of speech-language pathology, audiology, the education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes as well as communication disorders are discussed. Selected research topics in speech and hearing sciences will also be presented.
Credit 3 units. ArtSci IQ: SSC Bus: BA, PLS Eng: SOC
Typical periods offered: Fall, Spring

EDUC 2900 Internship in Education
Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of educational research. Credit is determined by the number of hours worked per the College of Arts & Sciences recommendations. Specific requirements -- which include but are not limited to completion of hours, an essay about the student's experience, and/or informational meetings with other faculty about the student's internship experience -- are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the department. Open to undergraduate majors and minors in the Department of Education only; register for the section assigned to the faculty supervisor.
Credit 3 units. WashU: INTERN
Typical periods offered: Fall, Spring

EDUC 2901 Directed Research in Education
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

EDUC 2996 Education Elective: 2000-Level
This course is used to transcribe 2000-level EDUC elective units
Credit 3 units. Eng: HUM, SOC
Typical periods offered: Fall, Spring, Summer

EDUC 3000 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units. ArtSci IQ: SSC Bus: BA Design: SOC Eng: SOC
Typical periods offered: Fall, Spring

EDUC 3010 The American School
In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend

considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences.
Credit 3 units. AMCS: SOC ArtSci IQ: HUM Bus: BA, EV, HUM Eng: HUM History: MOD, US
Typical periods offered: Fall, Spring, Summer

EDUC 3030 Gender and Education
An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates.
Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Spring

EDUC 3040 Educational Psychology
This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.
Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Fall, Spring

EDUC 3050 Education, Childhood, Adolescence, and Society
This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the safety nets that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.
Credit 3 units. AMCS: SOC ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Fall, Spring, Summer

EDUC 3060 Sociolinguistics, Literacies, Schools, and Communities
Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals.
Credit 3 units. AMCS: MULTI ArtSci IQ: HUM, SC Bus: BA Eng: HUM
Typical periods offered: Fall

EDUC 3995 Education Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

EDUC 3996 Education Elective: 3000-Level
This course is used for transcribing 3000-level EDUC elective units.
Credit 3 units. Eng: HUM, SOC
Typical periods offered: Fall, Spring, Summer

EDUC 4004 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units.
Typical periods offered: Fall, Spring

EDUC 4005 Educational Psychology: A Focus On Teaching and Learning in School Settings
How should research in educational psychology inform teaching in contemporary schools - and how might the lived experience of professional educators in turn inform research in educational psychology? This class uses the reciprocal relationship between educational theory and practice to examine key issues in teaching and learning in contemporary school settings. Throughout, students will gain greater familiarity with topics influencing the pedagogical decision-making of teachers, from everyday topics (e.g. differentiation, classroom management, developmental appropriateness, etc.) to topics gaining ground in contemporary education (e.g. culturally responsive pedagogy, trauma-informed pedagogy, poverty-informed pedagogy, etc.). By engaging with substantive texts representing diverse perspectives, students will become more comfortable navigating scholarly research on teaching and learning in school settings, including distinguishing between multiple forms of scholarship (e.g. qualitative and quantitative studies, action research, self-study, portraiture, etc.) and other forms of writing about education (e.g. memoirs, advice based on personal experience, op-eds by thought leaders, etc.). Students will also theorize about reasons for gaps between educational research and practice by drawing on their knowledge of the sociocultural, political, and historical contexts of schooling. Ultimately, students will become more able to articulate their reasoned perspectives as emerging professionals regarding best practices for meaningful teaching and learning in school settings.
Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC
Typical periods offered: Fall, Spring

EDUC 4006 Early Field Experience
This course offers students an informed look at schooling in America and is designed for current teachers, prospective teachers (those considering a Teacher Education major), and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students will be able to plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. This course provides direct and indirect experiences

with contemporary K-12 educational practice in schools through 30 clock hours of field observation to be completed during the semester. Students will observe the daily life of teachers and their interactions with children and adolescents, with the dual goal of understanding the professional nature of the setting (i.e. pedagogical decision-making processes, expectations and requirements for teachers, institutional functioning, etc.) and being an active participant in a K12 classroom setting. Assignments will include, but are not limited to, observation notes, discussions with class members, and evaluation and design of instructional strategies and learning activities.

Credit 1 unit. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4008 Education and Psychology of Exceptional Children

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC

Typical periods offered: Fall, Spring, Summer

EDUC 4010 Curriculum and Instruction for Secondary Teachers

This course provides an in-depth look at secondary curricula and instructional practices in order to equip teacher candidates across a spectrum of disciplines with the knowledge and skill needed to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in curriculum studies and related fields, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and gain strategies for engaging contemporary issues facing secondary teachers (e.g. controversy, burnout). A strong emphasis will be placed on connecting with colleagues in different disciplines and exploring the possibilities for interdisciplinary instruction. Enrollment note: must be taken concurrently with content-specific lab [L12 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS] unless approved by Director of Teacher Education. Undergraduate students must enroll in Educ. 4000, while graduate students must enroll in Educ. 6000

Credit 2 units. ArtSci IQ: HUM Eng: HUM

Typical periods offered: Fall

EDUC 4020 Curriculum and Instruction in Art K-12

This course provides hands-on practice for K-12 teacher candidates in art curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students.

Credit 2 units.

Typical periods offered: Fall

EDUC 4030 Curriculum and Instruction in Dance K-12

This course provides hands-on practice for K-12 teacher candidates in dance curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students.

Credit 2 units.

Typical periods offered: Fall

EDUC 4034 Foundations of Educational Research

Educational researchers in today's world use an interdisciplinary toolbox of approaches to examine the complex issues facing today's students, teachers, educating institutions, and communities. Providing an introduction to the basic concepts, philosophies, and kinds of methodologies used in educational research, this course will examine research designs such as experiments, surveys, mixed methods, ethnography, and action research. Students will be required to analyze the strengths, weaknesses, and limitations of each. Furthermore, the course is devoted to understanding the importance of identifying a research problem, the literature review, research questions, and the alignment with appropriate methodologies (quantitative, qualitative, or mixed methods) in responding to the research inquiry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students should register for Educ. 403, while graduate students should register for Educ. 503

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4040 Curriculum and Instruction in Secondary English

This course provides hands-on practice for secondary teacher candidates in English curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 4451/6451 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400E, while graduate students must enroll in Educ. 600E.

Credit 2 units.

Typical periods offered: Fall

EDUC 4050 Curriculum and Instruction in World Languages K-12

This course provides hands-on practice for K-12 teacher candidates in world language curriculum, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400L, and graduate students must enroll in Educ. 600L.

Credit 2 units.

Typical periods offered: Fall

EDUC 4060 Curriculum and Instruction in Secondary Mathematics

This course provides hands-on practice for secondary teacher candidates in mathematics curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience

via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400M, while graduate students must enroll in Educ. 6006.

Credit 2 units.

Typical periods offered: Fall

EDUC 4070 Curriculum and Instruction in Secondary Science

This course provides hands-on practice for secondary teacher candidates in science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400S, and graduate students must enroll in Educ. 600S.

Credit 2 units.

Typical periods offered: Fall

EDUC 4080 Curriculum and Instruction in Secondary Social Science

This course provides hands-on practice for secondary teacher candidates in social science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 40SS, while graduate students must enroll in Educ. 60SS.

Credit 2 units.

Typical periods offered: Fall

EDUC 4090 Teaching Writing in School Contexts

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4451, while graduate students must enroll in Educ. 6451.

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall

EDUC 4100 Elementary School Mathematics

This course introduces fundamental concepts, properties, operations, and applications of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. The course is designed to help students develop effective teaching strategies and approaches to curriculum development in mathematics. It addresses components of effective curriculum that are aligned with learning experiences and outcomes using the academic language of mathematics. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn research-based models of critical thinking and problem-solving, including various instructional strategies and technologies to support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and improve learning activities, and these will be followed by assessment analysis to determine the effect of class instruction on individual and whole-class learning. They will understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Enrollment Note: Undergraduate students must enroll in Educ. 4731, and graduate students must enroll in Educ. 6731.

Credit 3 units. ArtSci IQ: NSM SamFox: FANATSCI

Typical periods offered: Spring

EDUC 4110 Elementary Science: Content, Curriculum, and Instruction

This course focuses on key concepts appropriate for elementary school science and health instruction. A repertoire of effective teaching strategies and approaches to curriculum development are presented. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4741, and graduate students must enroll in Educ. 6741.

Credit 2 units. ArtSci IQ: NSM SamFox: FANATSCI

Typical periods offered: Spring

EDUC 4120 Elementary Social Studies: Content, Curriculum, and Instruction

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4751, and graduate students must enroll in Educ. 6751.

Credit 2 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Spring

EDUC 4130 Arts and Aesthetics: A Means of Communication

Methods and materials for integrating the arts and aesthetics into the elementary classroom are discussed. Emphasis is on art, music, and oral communication as well as curricula in movement. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4771, and graduate students must enroll in Educ. 6771.

Credit 3 units. ArtSci IQ: HUM Eng: HUM SamFox: FACPSC

Typical periods offered: Spring

EDUC 4140 Language, Learning, and Instruction

This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language; examines approaches to teaching writing; and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Enrollment Note: Undergraduate students must enroll in Educ. 470, and graduate students must enroll in Educ. 670.

Credit 3 units. ArtSci IQ: HUM Eng: HUM

Typical periods offered: Spring

EDUC 4150 Teaching Reading in the Elementary School

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4681, while graduate students must enroll in Educ. 6681.

Credit 3 units. ArtSci IQ: HUM Eng: HUM

Typical periods offered: Fall

EDUC 4160 Mathematics for Elementary School Teachers

A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teaches have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 466, while graduate students must enroll in Educ. 6660.

Credit 3 units. ArtSci IQ: NSM

Typical periods offered: Fall

EDUC 4200 Higher Education Administration for Social Justice & Equity: Achievable or Only Dreamable?

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underly the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4022, and graduate students must enroll in Educ. 5222.

Credit 3 units. ArtSci IQ: SSC Bus: HUM Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4210 Diversity, Equity and Inclusion in Higher Education

This course uses multiple frameworks to explore issues of power and privilege with respect to diverse populations in higher education. Our understanding of diversity is always evolving and changing. Recognizing the fluidity and complexity of diversity, this course will critically discuss the intersectional dimensions of identity. We will explore the socio-historical, legal, political, racial, social identity and institutional contexts impacting equity and access in higher education. An examination of conceptual frameworks, self-reflection, and dialogue will be used to examine students' own biases and prejudices. Enrollment limited to undergraduate juniors and seniors and graduate students. First Years and Sophomores must request permission from the instructor. All undergraduate students must have completed a 100, 200, or 300 level Education course before enrolling. Undergraduate students should enroll in Educ. 4037, while graduate students should enroll in Educ. 5037.

Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4220 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Enrollment is limited to juniors, seniors, and graduate students. All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4511, and graduate students must enroll in Educ. 5511.

Credit 3 units. AMCS: CONST, SOC ArtSci IQ: SSC Bus: BA Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4221 Race, Ethnicity, and Culture: Qualitative Inquiries Into Urban Education II

This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender, and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally-responsive, and humane research projects and programs.

Credit 3 units. ArtSci IQ: SSC, WI Design: SOC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4230 Video Microanalysis: Methods and Tools

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Credit 3 units. ArtSci IQ: SSC Design: SOC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4240 Education and Public Policy in the United States

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the

policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features.

Credit 3 units. ArtSci IQ: SSC CAPS: AMCSSOC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4250 History of Higher Education in American Culture

This course will examine the historical and philosophical development of higher education from colonial to contemporary periods including the histories of minoritized individuals and campus types. Throughout the semester, we will learn how history continues to impact the way we run and organize our campuses today. This course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates regarding contentious topics in higher education. Enrollment note: Enrollment limited to juniors, seniors, and graduate students. Undergraduate students must enroll in Educ. 4288 and graduate students must enroll in Educ. 5288.

Credit 3 units. ArtSci IQ: HUM Bus: BA, EV, HUM Eng: HUM History: MOD, US

Typical periods offered: Fall, Spring

EDUC 4260 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289.

Credit 3 units. AMCS: MULTI ArtSci IQ: SC, SSC Bus: BA Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4270 Culture, Language, and the Education of Black Students

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems, and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of Black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within Black lay communities, public discourse, and educational policy. Students will also conduct a field-based research project in accord with their particular interests.

Credit 3 units. ArtSci IQ: LCDC, SSC Design: SOC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4275 Language, Thought, and Culture

This course examines ways in which language shapes human mental and cultural practices. Drawing on linguistics, literary theory, anthropology, sociology, and psychology, discussions will take up issues such as how different languages give rise to different forms of thought, how language is tied to power and authority, and how language shapes identity. Particular emphasis is given to how these issues emerge in the context of human development, education, and socialization.

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.

Credit 3 units. ArtSci IQ: HUM Bus: HUM Eng: HUM

Typical periods offered: Fall, Spring

EDUC 4290 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Undergraduate students must enroll in Educ. 4607, and graduate students must enroll in Educ. 5607.

Credit 3 units. ArtSci IQ: HUM Bus: BA, HUM Eng: HUM

Typical periods offered: Spring

EDUC 4300 History Education in & Beyond the Classroom

Far from requiring students to merely memorize names and dates, the work of history education rests on a robust theoretical foundation that urges complex cognitive skills. This course is intended to help students form a strong grasp of major issues in history education, including its underlying conceptualization of knowledge and related disciplinary habits of mind, instructional methods aimed at handling controversy with sensitivity toward students' contemporary identities, and sociocultural forces that exert pressure on professional communities and curricula alike. While this course is of special interest to students with an interest in teaching history (whether in higher education, at the K-12 level, or at a museum or historic site), admission to the teacher education program is not a prerequisite for entry. Enrollment note: Undergraduate students must enroll in Educ. 4700, while graduate students must enroll in Educ. 6700

Credit 3 units. ArtSci IQ: HUM Eng: HUM

Typical periods offered: Fall

EDUC 4310 Sociology of Higher Education

What we call higher education in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying higher education, we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences

between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics on campus. By taking a sociological lens to studying higher education, we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310.

Credit 3 units. ArtSci IQ: SC, SSC Bus: HUM Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4320 Historical Social Content of the American School

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America.

Credit 3 units. AMCS: SOC ArtSci IQ: HUM Bus: BA, EV Design: HUM Eng: HUM SamFox: SFHUM

Typical periods offered: Fall, Spring

EDUC 4330 Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher order learning. Each week, we will delve into a different topic such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem-solving.

Credit 3 units. ArtSci IQ: SSC, WI Bus: BA Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4350 Psychological Science for Educational Innovation

This course will focus on how theory and research in psychological science and other related disciplines can inform teaching and learning in a variety of educative contexts. Each week, we will delve into research on a new set of issues that all revolve around a particular theme, such as pedagogical methods, motivation, student characteristics, assessment of learning, evaluation of teaching effectiveness, and educational technology. In addition to analyzing theory and research, we will discuss implications for educational practice and policy with an emphasis on designing interventions and fostering innovation. Enrollment note: Undergraduate students must enroll in Educ. 4055 and graduate students must enroll in Educ. 5555.

Credit 3 units. ArtSci IQ: SSC Bus: BA Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4360 Adolescent Psychology in School Settings

An examination of current research on adolescent psychological development and the adolescent experience across different cultures. Emphasis will be on the application of theories of adolescence to the classroom setting to those settings outside the classroom that can affect how students learn. Students will be given a repertoire of pedagogical and communication strategies for effectively teaching adolescents as well as opportunities to implement and analyze them in the classroom and school.

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4430 Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530.

Credit 3 units. AMCS: SOC ArtSci IQ: SC, SSC Bus: BA, EV Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4440 Philosophies of Education

An analysis of perennial themes in the philosophy of education, with particular attention to implications arising from the uneven distribution of power in an inequitable society. Significant questions to be examined include: What constitutes a truly democratic form of education? How might our answers change when we approach this question in light of the history of race in the American experience? How should teachers dedicated to a liberatory practice approach both their content and their students? Which theories of knowledge might help us envision new possibilities for teaching and learning? Readings will address both K-12 and higher education spaces while drawing on a diverse range of historical and contemporary thinkers. Seminar format. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4440 and graduate students must enroll in Educ. 5590.

Credit 3 units. AMCS: SOC ArtSci IQ: HUM Bus: EV Eng: HUM

Typical periods offered: Fall

EDUC 4450 History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.

Credit 3 units. ArtSci IQ: HUM, SC, WI Bus: BA, HUM Eng: HUM

Typical periods offered: Fall, Spring

EDUC 4451 History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships

among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.

Credit 3 units. AMCS: SOC ArtSci IQ: HUM, SC Bus: HUM Design: HUM Eng: HUM History: MOD, US

Typical periods offered: Fall, Spring

EDUC 4460 Politics of Education

In this course, politics is interpreted broadly to include both formal policy-making processes and any situation in which people have to solve a problem or come to a decision. The purpose of this course is to explore the following processes: (1) how ideologies and power dynamics influence educational policies and decisions; (2) how educational policies and decisions translate into specific school programs and practices; (3) how specific programs and practices influence pedagogies, especially in the relationships among students, teachers, and knowledge pedagogies; (4) how these pedagogies impact student opportunities and outcomes; and (5) how student outcomes and opportunities reinforce ideologies and power dynamics. This course considers politics across time, space, and individuals, noting how historical, geographical, cultural, social, psychological, political, and economic contexts can shape the politics of education. In addition, as this course considers the relationship between politics and power, we explore how politics can manifest itself in ways that promote exclusion and subjugation or work toward the common good. Finally, after carefully examining the research on inequalities and inefficiencies resulting from the current politics of education, we will transition from problem identification (i.e., What went wrong?) to problem solution (i.e., Where do we go from here?). Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 462, and graduate students must enroll in Educ. 5620.

Credit 3 units. ArtSci IQ: SC, SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4470 The Political Economy of Urban Education

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Enrollment note: Undergraduate students must enroll in Educ. 4621, while graduate students must enroll in Educ. 5622.

Credit 3 units. AMCS: SOC ArtSci IQ: SC, SSC Eng: SOC

Typical periods offered: Fall, Spring

EDUC 4530 Leadership in Student Affairs

This course provides an overview of the field of student affairs; its related functional areas; role in higher education in the United States; and current issues faced by practitioners. In the context of this course student affairs is defined as those programs, services, and activities designed to recruit, retain, support, and develop students in college. This course concentrates on the leadership roles within student affairs in higher education institutions across the United States. Leaders in student affairs are regularly challenged to respond to the current and emerging needs of students, as well as to expectations from various stakeholders: faculty, boards of trustees, alumni, community members, and the government, as to the priorities for the student experience in higher education. Successful student affairs leadership requires the ability to understand the context of student affairs work including how and why student affairs emerged as an organizational entity within higher education; the critical issues faced by student affairs practitioners; and the various administrative functional areas that typically exist within the portfolio defined as student affairs on a college campus. This course is designed to provide students with an overview of student affairs as an entity from both an historical and contemporary lens; introduce students to the literature in the field and examine various theoretical frameworks related to the student experience in higher education; strengthen understanding of the standards that guide student affairs practice; and explore leadership theories and practices to apply to the review of the critical student affairs issues and strengthen student understanding of their own leadership styles in preparation for possible careers in higher education.

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Spring

EDUC 4570 Middle School Philosophy and Organization

This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools.

Credit 2 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Summer

EDUC 4571 Middle School Curriculum and Instruction

By building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods, and materials appropriate to grades 5 through 9. In addition, portions of this course will be devoted to specific content field methodology and subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content majors or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. This course features a required practicum experience.

Credit 3 units. ArtSci IQ: SSC Eng: SOC

Typical periods offered: Fall, Summer

EDUC 4580 Elementary Methods Field Experience

This course involves the application and analysis of specific content area methods and strategies in an elementary school classroom. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is completed.

Credit 2 units. ArtSci IQ: SSC Eng: SOC WashU: INTERN

Typical periods offered: Spring

EDUC 4590 Field Experience Seminar

This course guides students through a field experience in a middle or secondary public school. Fifty hours of observation are required for each student; these hours involve observing and documenting classroom environment characteristics, professional teacher behaviors, and student behaviors; working with students individually and/or in small groups; preparing and teaching a lesson; and learning classroom technologies such as SMART Board and digital video recording and editing. Course topics, observation, and discussion include understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating

strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; and understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community as well as the nature of professional, ethical, and legal behavior and the need to adhere to district policies and school procedures.
Credit 3 units. ArtSci IQ: SSC Eng: SOC
Typical periods offered: Fall

EDUC 4800 The Teaching-Learning Process in the Elementary School
This course focuses on four broad areas: (1) self-awareness and human relations; (2) instructional and behavioral management strategies; (3) the development of curriculum and the analysis of instruction; and (4) social, political, and legal issues affecting the classroom. Topics include teacher-pupil relationships, assessment of pupil progress, curriculum development, instructional technology, and school organization. Course discussion and study further develop knowledge in a variety of areas that are experienced during student teaching, such as the refinement of pedagogy strategies and skills; the Missouri Educator Evaluation System (MEES) for certification; understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community; and understanding the nature of professional, ethical behavior and the need to adhere to district policies and school procedures.
Credit 3 units. ArtSci IQ: SSC, WI Eng: SOC
Typical periods offered: Fall

EDUC 4810 The Teaching-Learning Process in the Secondary School
Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is completed. The course focuses on the study, practice, and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision making, and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups.
Credit 3 units. ArtSci IQ: SSC, WI Eng: SOC
Typical periods offered: Spring

EDUC 4839 Financing Higher Education
This class will deal with all issues associated with financing higher education, including US trends and some comparison with international institutions. Topics covered will be sources of revenue and expenses associated with colleges and universities, and will include consideration of public support and private support. Revenue sources include tuition, fees, room and board, gifts, research grants and contracts, spendable income from endowment. Major expenses include employee compensation and benefits; operation of physical facilities, and expenses associated with academic programs and research. Other financial topics will be covered, including risk, internal controls, and debt. Coursework will include reading assignments, discussion, a midterm and a final examination. Enrollment is limited to undergraduate juniors and seniors and graduate students. Undergraduate students must enroll in Educ. 4839, and graduate students must enroll in Educ. 5839.
Credit 3 units.

EDUC 4900 Student Teaching in the Elementary School
This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Emphasis is on the integration of theory/practice and reflections on teaching.
Credit 8 units. ArtSci IQ: SSC Eng: SOC WashU: INTERN
Typical periods offered: Fall

EDUC 4910 Student Teaching in the Secondary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/ practice and reflection on teaching through videotape analysis.
Credit 8 units. ArtSci IQ: SSC Design: SOC Eng: SOC WashU: INTERN
Typical periods offered: Spring

EDUC 4920 Student Teaching in Middle Schools
Supervised teaching experience. Group meetings and individual conferences.
Credit 8 units. ArtSci IQ: SSC Design: SOC Eng: SOC WashU: INTERN
Typical periods offered: Spring

EDUC 4930 Student Teaching in Grades K-12
This course encompasses a supervised teaching experience as well as group meetings and individual conferences.
Credit 8 units. ArtSci IQ: SSC Design: SOC Eng: SOC WashU: INTERN
Typical periods offered: Spring

EDUC 4970 Study for Honors
A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.
Credit 3 units. Eng: SOC WashU: IS
Typical periods offered: Fall, Spring

EDUC 4990 Capstone Seminar in Educational Studies
All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program.
Credit 3 units. ArtSci IQ: SSC Design: SOC Eng: SOC
Typical periods offered: Spring

EDUC 4996 Education Elective: 4000-Level
This course is used for transcribing 4000-level EDUC elective units.
Credit 3 units. Eng: HUM, SOC
Typical periods offered: Fall, Spring, Summer

EDUC 4999 Independent Work
This course is for independent study.
Credit 6 units. WashU: IS
Typical periods offered: Fall, Spring, Summer