

EDUCATION STUDIES

Department Overview

The Education Studies Department's content core and pedagogy build upon the knowledge base and core abilities gained from studies in the liberal arts and sciences. Education Studies majors and minors are prepared to enter careers in education and/or to continue on to graduate studies. The department's mission is to develop competent, knowledgeable, and reflective educators, who are capable of meeting the diverse learning and developmental needs of students within varied learning contexts. Education Studies graduates will be able to teach the New York state Learning Standards, to think through complex educational situations, to make effective teaching decisions, and to communicate ideas to students, colleagues, parents, and concerned citizens.

A constructivist philosophy informs and directly affects the teaching of the Education Studies Department faculty. Students are challenged to construct, to participate in, and to take responsibility for their own learning and continued professional development. Students integrate theory into practice at increasing levels of responsibility and sophistication during field placement experiences.

The Education Studies curriculum is designed to foster the following core knowledge, abilities, and commitments:

- delivering the content knowledge of childhood education programs;
- utilizing a constructivist model in instruction;
- applying critical thinking and problem solving skills;
- practicing communication and social interaction skills;
- integrating assessment and evaluation into reflective teaching practice;
- promoting cross cultural perspectives;
- facilitating social justice and equity for all students; and
- contributing as professional leaders.

The successful completion of a major in Education Studies prepares students as candidates for an initial New York state certification in childhood education (grades one through six).

Policies and Procedures

Admission

Students who successfully complete the teacher education program, four workshops required by the New York State Education Department, and are recommended by the college will, upon graduation, be eligible for New York state certification. The New York State Teacher Certification Examinations are also required by the New York State Education Department to be eligible for the New York State Initial Certificate. (The initial certificate will be in childhood education, grades 1-6.) The initial certificate is valid for five years. An extension of one year may be granted if the certificate holder is completing a master's degree or a higher degree program that is required for the professional certificate.

Candidates Applying for Certification are Required to Complete the Following Exams and Workshops

Child Abuse Identification and Prevention Workshop
S.A.V.E. Workshop
Alcohol and Substance Abuse Prevention Workshop
D.A.S.A. Training Workshop

Exams

Educating All Students Test (EAS)
Revised Content Specialty Tests (CST)

Note: Changes in regulations enacted by the New York State Board of Regents and the State Legislature modify and take precedence over the above certification procedures.

Early Childhood Center

The center is a lab school affiliated with the Education Studies Department. As a lab school, its mission includes service to children and their families, the education of college students, and research. The faculty and staff have expertise in the supervision of college students' lab experiences and in the design and implementation of learning experiences for young children. Skidmore students, who may participate through academic programs, the work-study program, or volunteerism, have the opportunity to observe academic theory applied and tested in the real world. The center operates a prekindergarten class and classes for three- and four-year-old children.

Chair of the Department of Education Studies: Erica Bastress-Dukehart

Associate Professor: Hope Casto

Assistant Professor: Laurie Rabinowitz, Jessica Somerville-Braun

Visiting Assistant Professor: Kenneth Sider

Accreditation Officer and Teaching Professor: Virginia Lee

Lecturer and Director of Skidmore Early Childhood Center: Mary Ellen Towne

Field Placement Coordinator and Certification Officer: Jay Meeks

Field Supervisors: Kelly Cooke, Jay Meeks

Early Childhood Center Teachers: Krista Reinhart, Mary Ellen Towne, Tricia Wadsworth

Administrative Assistant/ECC Coordinator: Shirley Seefeld

Education Studies B.S.

The Education Studies major must successfully complete the following courses (63 minimum credits):

Code	Title	Hours
Education Courses		
ED 115 or ED 103	School and Society Introduction to Teaching	4
ED 200 or PS 206	Child Development and Learning Developmental Psychology	3
ED 213	Critical Foundations of Special Education: Disability, Equity and Inclusion	3
ED 233	Emergent Literacy	4
ED 334	Curriculum and Instruction	3
ED 335	Teaching Elementary Literacy	4
ED 336	Teaching Elementary Mathematics	4
ED 338	Teaching Elementary Science	3
ED 349	Elementary Education Student Teaching Seminar	4
ED 350	Elementary Education Student Teaching	12

Second Major

Select a second approved major or build from an existing approved minor in consultation with your EDS advisor for a total of a 30-credit interdisciplinary concentration. Majors and minors must be in a liberal arts and sciences discipline approved by the New York State Department of Education. (p. 2) ¹

General Education Core

Select one course to fulfill the following categories: ²

(a) artistic expression

(b) social sciences

(c) American history

(d) humanities

(e) language other than English

(f) scientific processes

(g) mathematical processes

(h) written analysis and expression

¹ The New York State Department of Education recommends that the liberal arts and sciences second major be in an area that will ensure that prospective teachers possess content knowledge in the major curriculum areas.

² Courses may double count to fulfill the general education core and the Skidmore all-college requirements, but no double counting may occur across these 8 (a-h) requirements.

Approved Second Majors

Liberal arts and sciences majors approved by the NYS Department of Education:

- Anthropology
- American Studies
- Art History
- Asian Studies
- Biology
- Black Studies
- Chemistry
- Classics
- Computer Science
- Economics
- English
- Environmental Studies and Sciences
- Gender Studies
- Geosciences
- Health and Human Physiological Sciences
- History
- Latin American, Caribbean, and Latinx Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies

- Sociology
- World Languages and Literatures

Non-Certification Track

For any education studies major who has declared in their sophomore year and is not admitted to or chooses not to enter the certification track in the fall of their junior year a change of major is recommended; however, a student may, in consultation with the department chair, elect to remain in the EDSN (non-certification) major.

Code	Title	Hours
EDSN Major Requirements ¹		
<i>Introductory Class</i>		
ED 115	School and Society (Introductory class)	4
or ED 103	Introduction to Teaching	
<i>Additional Courses</i>		
ED 200	Child Development and Learning	3
or PS 206	Developmental Psychology	
ED 233	Emergent Literacy	4
ED 334	Curriculum and Instruction	3
ED 375	Senior Thesis in Education Studies: Advanced Topics and Research in Education	4
<i>300-Level Credits</i>		
Select six additional credits at the 300-level		6
<i>Electives</i>		
Select additional electives for a total of 32 credits for the major		8
Total Hours		32

¹ The EDSN track does not require the four professional workshops, EDS depth and breadth/general education core requirements, or second minor/major requirements of the EDS major.

The education studies major supports the New York State Education Department guidelines, and it is approved by the New York State Education Department. Prospective majors should consult with Skidmore's Education Studies Department during the spring of their first year to discuss the major and plan a course program. Students going abroad should explore the possibility of going abroad during the spring of the sophomore year or in the fall of their junior year.

Education studies majors must receive a grade of C or better in the required foundation courses.

All candidates for student teaching placements must earn a C or better in each of the junior year required courses and the recommendation of the department. Students must demonstrate proficiency during the student teaching experience in knowledge and performance skills with a grade of C or better in each placement in order to be recommended for certification.

If interested in the major, students are urged to obtain material from the Education Studies Department office providing information concerning procedures, criteria, and a detailed program description.

Writing Requirement in the Major

The education studies faculty are committed to helping students enhance their writing skills in preparation for their professional careers, because we believe that written communication skills are an essential part of being a successful educator. The Education Studies Department

maintains a strong commitment to writing and the process of revision and expects all Education majors to write at a high level of proficiency. Writing occurs in all education studies courses and includes the following writing conventions:

The Conventions of Writing in the Discipline of Education Include

1. Critical writing and research, with attention to the social context of education and schooling
2. Development and writing of one's educational philosophy
3. Observation and assessment techniques with systematic documentation (i.e., observation tools, writing individualized education plans, etc.)
4. Critical written analysis of policy documents and academic journal articles
5. Development of curriculum through written content overviews, annotated bibliographies to develop critical assessment of teaching resources, development of thematic units and literature studies, and writing lesson plans
6. Reflective writing on planning and practice (e.g., the development of the reflective practitioner)

Students in education will fulfill the department's writing requirement by successfully completing writing components in required courses for the EDS major.

Code	Title	Hours
Writing Requirement ¹		
<i>Introductory Course</i>		
ED 115	School and Society	4
<i>Foundation Course</i>		
ED 233	Emergent Literacy	4
<i>Required Courses for Junior Block ²</i>		
ED 334	Curriculum and Instruction	3
ED 335	Teaching Elementary Literacy	4
<i>Student Teaching ²</i>		
ED 350	Elementary Education Student Teaching	12
Total Hours		27

¹ The department expects students to demonstrate writing competence in all departmental courses.

² Culminating experiences in which students develop and implement curricula and become reflective practitioners

Education Studies Minor

The education studies minor consists of at least five courses totaling a minimum of 18 credit hours, including:

Code	Title	Hours
ED 103	Introduction to Teaching	3-4
or ED 115	School and Society	
Select at least four additional courses, at least one of which must be at 300 level ¹		16
Students must take at least 12 credit hours at Skidmore to successfully complete the ED minor.		
Total Hours		19-20

¹ Note: ED 233 Emergent Literacy and 300-level courses for the Education Studies major (ED 335 Teaching Elementary Literacy, ED 336 Teaching Elementary Mathematics, ED 349 Elementary Education Student Teaching Seminar, and ED 350 Elementary Education Student Teaching) are not eligible to be taken for the minor.

All interested students should apply to the department chair for acceptance as an Educational Studies minor and for assignment to a faculty advisor, who will work with the student to devise a minor program suited to his or her interests and needs. Students must maintain at least a 2.000 average in the minor courses and must file a declaration of minor form with the registrar's office before the beginning of their last semester at Skidmore.

Honors

To be eligible for departmental honors, a student must:

1. complete all departmental requirements for the Education Studies major and have a GPA of 3.5 or higher for all course work taken in the department;
2. complete ED 350 Elementary Education Student Teaching with a grade of A- or better;
3. complete ED 375 Senior Thesis in Education Studies: Advanced Topics and Research in Education with a grade of A for the research paper or project, which must also be presented to the faculty; and
4. have a GPA of 3.0 or higher for all course work taken at Skidmore.

Effective for the Graduating Class of 2023

To be eligible for departmental honors, a student must:

1. complete all departmental requirements for the Education Studies major and have a GPA of 3.5 or higher for all course work taken in the department;
2. complete ED 350 Elementary Education Student Teaching with a grade of S;
3. complete ED 349 Elementary Education Student Teaching Seminar with a grade of A;
4. complete ED 375 Senior Thesis in Education Studies: Advanced Topics and Research in Education with a grade of A and present the research proposal, paper or project to the EDS faculty; and
5. have a GPA of 3.0 or higher for all course work taken at Skidmore.

Course Listing

ED 100 - Foundations Of Early Childhood Education and Classroom Teaching

Credits: 3

The study of child development and educational practice as it pertains to young children from birth through eight years of age. The course explores the history of early childhood programs and a consideration of different program models. The course will also explore four core elements of early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participate in the Early Childhood Center (ECC) classroom and visit off-campus environments to strengthen understanding of models of early education, and to reflect upon and interpret their experiences in journal writing and through classroom discussions and activities.

Note(s): Not for liberal arts credit.

ED 103 - Introduction to Teaching

Credits: 3

Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution. Includes observation and field work in local schools, K-12.

ED 115 - School and Society

Credits: 4

An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. Students will explore the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice, and examine the nineteenth-century Common School period, twentieth-century standardization and consolidation, and twenty-first-century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education.

Note(s): Required of majors. Fulfills Social Sciences requirement.

ED 117 - Alternative Education: the Quest for a Different School Experience

Credits: 3

A comparative study of alternative education models in the United States, including Waldorf Progressive, Montessori, and religious schools. Students will also examine alternative, magnet, and charter schools in the public system, homeschooling, and depending on student interest, art or environmental education programs. Students will grapple with the tensions between theory and practice by comparing course material with classroom observation in local alternative schools.

ED 200 - Child Development and Learning

Credits: 3

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. The course covers theory and research relating to the physical, cognitive, social, and emotional development of children and emphasizes the impact of child developmental knowledge on instruction. Students will have the opportunity to extend their knowledge through observations and service-learning opportunities.

ED 208 - Manufacturing Academic Failure and Success

Credits: 3

An examination of the ways schools function as systems that maintain social inequalities and perpetuate the marginalization of people of color. Students will develop critical thinking skills necessary to evaluate how schooling systems create academic achievement gaps through curriculum and pedagogy. Students will use a social justice framework to explore how power and oppression manifest themselves in school settings.

Prerequisites: SSP 100.

Note(s): Fulfills Cultural Diversity and Social Sciences requirements; fulfills Bridge Experience requirement.

ED 213 - Critical Foundations of Special Education: Disability, Equity and Inclusion

Credits: 3

An overview of the social, political, historical, cultural and educational contexts of disability. Topics will include societal attitudes towards disability, representations of disability in media and literature, and different perspectives on the meaning of disability. The course will introduce major issues in the field of special education by critically examining federal and state special education and disability laws, regulations and policies and their implementation in schools. The course will emphasize how disability is a lived, embodied experience and socially constructed by families, communities, schools, and society. Course participants will apply an understanding of disability to the design of accessible, humanizing classroom environments, individualized education programs and instruction.

Note(s): Fall semester. Required of majors.

ED 216 - Schooling the Masses from Colonial Times to Present

Credits: 3

An examination of the formation of the public school system and the stated and unstated goals of schooling in light of our current expectations of schools. Students will study historical movements including the Common School and Progressive education with particular attention to the rise of the current standards movement. They will also explore the evolution of local, state, and federal roles in education and the opportunities and barriers that schools have created for women and racial and ethnic minorities in the United States.

ED 217 - Multicultural Education

Credits: 3

An introduction to the theories, goals, and development of the field of multicultural education. Course topics include the interaction of race and culture with the construction of knowledge, student and teacher identities within education, and anti-racist and anti-bias schooling practices. Within each of the areas of study, students will consider how theory and practice intersect and inform how multicultural education is implemented in educational settings.

Prerequisites: SSP 100.

Note(s): Fulfills Bridge Experience requirement.

ED 222 - The Young Child and The Educational Process

Credits: 3

The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will engage in extensive observation at the Skidmore Early Childhood Center, as well as selected off-campus environments, to strengthen understanding of models of early education.

Prerequisites: ED 200 or PS 207.

Note(s): Fall semester.

ED 223 - Adolescent Development

Credits: 3

An exploration of how adolescents learn in light of adolescent development processes. The course will integrate theoretical and educational foundations as well as current research while examining the physical, social-emotional, and cognitive changes occurring in the period between childhood and adulthood. Students will gain an understanding of the developmental role played by contextual influences impacting the period of adolescence including the community, family, school, work, peers, culture, significant others, and biological imperatives. Special topics include identity, gender, autonomy, sexuality, moral development, and possible pathology. We will identify how these subtopics affect students as they progress through adolescence.

ED 231 - Children's Literature

Credits: 4

A survey of children's literature. Students will be introduced to a variety of genres, authors, and illustrators with an emphasis on selection criteria for choosing multicultural and anti-bias children's literature for the elementary classroom. Exploration of trends and political and social issues in children's literature, including topics related to censorship, race, ethnicity, language, culture, immigration experiences, sexualities, disabilities, and social justice.

Note(s): Not open to first-year students.

ED 233 - Emergent Literacy

Credits: 4

Exploration of theory and research in the field of emergent literacy. Core topics include language learning, concepts of print, and writing and spelling development. Students are introduced to asset-based and critical literacy through the lens of early childhood literacy curricula. Students research and analyze literacy curricula and instructional models that support development of emergent readers and writers. The laboratory component and course assignments allow students to link theory into practice by learning how to prepare a literate environment for emergent readers and writers.

Prerequisites: ED 200 or PS 206 or ED 213.

Note(s): Required of majors. Offered in fall semester. Open to Education Studies majors only.

ED 261 - Themes in Education

Credits: 1-4

Introductory exploration of selected topics in education. Such topics may differ from year to year and might include: "Technology and Education," "The Image of the Child in Literature," "The Art of Picture Book Illustration," and "Comparative Studies in Education." (This course may be repeated with a different topic).

ED 299 - Professional Internship in Education

Credits: 1-4

Internship opportunity for students whose curricular foundations and cocurricular experiences have prepared them for professional work related to the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into specialized educational programs such as preschool, gifted and talented, special needs students, or educational administration.

Note(s): Does not count toward the major. Not for liberal arts credit.

ED 314 - Educational Assessment and The Exceptional Child

Credits: 3

The study of educational assessment procedures and instruments and their interpretation and application in preparing educational environments for children who are disabled and nondisabled. Students will develop comprehensive evaluation plans, design criterion referenced tests and observational systems, and assess individual children.

Prerequisites: ED 213.

Note(s): Spring semester. Not for liberal arts credit.

ED 322 - Learning In Early Childhood Settings

Credits: 4

The application of developmental curricula to learning settings for young children. Students will participate two half-days each week in a classroom setting within the Skidmore Early Childhood Center or in an early-childhood program within the community at the N-3 level. The course will focus on planning strategies, teaching styles and techniques, management, relevant legislation, issues and trends in the fields of education, as well as observation and assessment.

Prerequisites: ED 222.

Note(s): Spring semester. Not for liberal arts credit.

ED 324 - Education Policy, Politics, and Law in the U.S.

Credits: 3

An introduction to the politics of education; students will study the past and current state of schooling in the U.S. through the lenses of policy, politics, and law. National, state and local education policy formulations and implementation will be explored through a focus on particular topics, which may include desegregation, high stakes testing, early childhood education, and school choice.

Prerequisites: ED 115.

ED 334 - Curriculum and Instruction

Credits: 3

Prepares students to make informed decisions related to curriculum and instruction in elementary education. Topics include lesson planning, choosing resources to support student learning, applying various instructional strategies including the use of technology, using assessment data to strengthen the teaching and learning process, and learning to use self-evaluation and reflection. The social studies curriculum will be the focus for modeling integrated teaching.

Prerequisites: ED 200, PS 206 or ED 213.

Note(s): Not for liberal arts credit.

ED 335 - Teaching Elementary Literacy

Credits: 4

Explores the effective teaching of literacy and literature in the upper elementary classroom, grades 3-6. The course builds on and applies theory and concepts learned in Emergent Literacy. It includes developing curriculum for literature studies, teaching writing, teaching literacy across the curriculum, sheltering instruction for emergent bilingual (ENL) students, assessment of readers and writers, and supporting students experiencing reading/writing challenges. Throughout the semester, students will have supervised observations as they practice teaching literacy in elementary school classrooms.

Prerequisites: ED 233 and ED 334. Taken concurrently with ED 336.

Note(s): Open only to juniors admitted to the professional sequence. Spring semester only. Not for liberal arts credit.

ED 336 - Teaching Elementary Mathematics

Credits: 4

A course designed to introduce students to current principles and methods for teaching mathematics in the elementary school. Topics and content will be addressed using active-learning and cooperative-learning strategies, manipulative materials, active-assessment and technology-based-assessment techniques, and current research of interest and relevance to educators. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms.

Prerequisites: ED 334. Taken concurrently with ED 335.

Note(s): Open only to juniors admitted to the professional sequence. Not for liberal arts credit.

ED 337 - Advanced Child Development: Theory and Practice

Credits: 3

An advanced course in child development in which students integrate theory and research to build teaching skills and practices that promote developmentally appropriate, child-centered lessons, activities, and classroom environments. Topics include: contemporary issues among school students; perspectives and approaches to behavior and classroom management; teaching and learning processes that foster academic achievement; design and implementation of individualized interventions; and theories and strategies for social-skills building.

Prerequisites: ED 200 or PS 207.

ED 338 - Teaching Elementary Science

Credits: 3

Introduction to current principles and methods for teaching science in the elementary school. Topics and content will be addressed using inquiry-based and cooperative-learning strategies. Topics include designing, justification, and implementation of lesson plans; use of manipulative materials; formative, summative, and performance based assessments; the integration of children's literature units; and current research of interest and relevance to educators. As a culminating experience, students will design and deliver station-based lessons with young children.

Prerequisites: ED 200, PS 206, or ED 213.

Note(s): Not for liberal arts credit.

ED 339 - EmpowerED: Mentoring for Junior Internship

Credits: 1

A course designed to complement the Junior Internship that offers participants an opportunity to process and discuss elements of their clinical placements. This is a peer-facilitated learning experience in which students in the junior internship will be guided by students who have successfully completed their student teaching placements. Course participants will explore topics and issues relevant to their placement classrooms, including but not limited to classroom management, school-home partnerships, planning, instruction, and assessment, as well as educator professionalism. These topics will be identified in collaboration between junior interns and their peer mentors.

Corequisites: ED 335, ED 336

ED 340 - EmpowerED: Mentoring Junior Interns

Credits: 1

An opportunity for senior Education Studies students who have passed ED 350, Student Teaching, and ED 349, Student Teaching Seminar, to serve as peer mentors for students completing their junior internships in grade 1-6 classrooms. Peer mentors will design and co-facilitate the seminar-style course for juniors in collaboration with the course instructor. Peer mentors will also provide feedback and support to their mentees.

Prerequisites: ED 350, ED 335, and ED 336.

ED 349 - Elementary Education Student Teaching Seminar

Credits: 4

Opportunities for student teaching candidates to process the experiences occurring in the associated concurrent student teaching fieldwork and to strengthen professional growth in a seminar setting. Topics include design and delivery of instructional material, classroom management, assessment, and professionalism in the educational setting. Seniors who have satisfactorily completed the junior year program and have demonstrated professional attitudes and practices included in the program description are eligible. **Prerequisites:** ED 334, ED 335, and ED 336.

Prerequisites: Seniors who have satisfactorily completed the junior year Education Studies major program. ED 334, ED 335, and ED 336.

Corequisites: ED 350 or ED 352.

Note(s): Fall semester only. Not for liberal arts credit. Fulfills Senior Experience Coda requirement.

ED 350 - Elementary Education Student Teaching

Credits: 12

Student teaching fieldwork that integrates methods and materials of teaching in the elementary school. Within this elementary classroom placement, the student teacher increasingly assumes all teaching, administrative, and management responsibilities of a classroom with the guidance from the professional classroom teacher and a college supervisor.

Prerequisites: ED 334, ED 335, and ED 336.

Note(s): Fall semester only. Not for liberal arts credit. Fulfills Senior Experience Coda requirement.

ED 352 - Elementary Education Alternative Fieldwork

Credits: 12

Alternative educational placement that integrates methods and materials of teaching in an educational setting. Within this placement, students complete a series of tailored educational tasks that assist them in reflecting upon the role and responsibilities of the professional educator. Students will be supervised as they fulfil a variety of practical experience exercises that enable them to meet the field experience learning outcomes.

Prerequisites: To be enrolled in this course, students must be seniors and have completed all Education Studies coursework and program requirements through the junior year and have demonstrated professional dispositions and practices as noted in the program description.

Corequisites: ED 349 Elementary Education Student Teaching Seminar.

Note(s): Fall semester only. Not for liberal arts credit. Also, this field work experience is not student teaching.

ED 362 - Advanced Topics in Education

Credits: 1-4

Examination of a theoretical or area specialization not available in existing course offerings. These courses address problems and issues of special interest at the advanced level.

Prerequisites: One EDS course

Note(s): This course may be repeated with a different topic.

ED 371 - Ind Study Education Studies

Credits: 1-4

An opportunity for study in depth of an educational problem. The topic is chosen by the student. One or more investigative approaches may be utilized, such as selected readings, field projects, and case studies. Students should consult the chair of the department to plan their study.

Note(s): These units are not credited as liberal arts. Exceptions will be made at the discretion of both the department chair and the Registrar. Not for liberal arts credit.

ED 375 - Senior Thesis in Education Studies: Advanced Topics and Research in Education

Credits: 4

In this seminar, students research and discuss current issues in education. A major paper reporting the results of the student's library or empirical research is required. Students are encouraged to pursue topics that reflect the application of theory into practice while also integrating coursework and teaching experiences acquired both locally and abroad. This course is a capstone experience and is required of those seniors seeking departmental honors.

Prerequisites: Open only to seniors and with permission of instructor.

Note(s): This course is available on an independent study basis when necessary. Fulfills Senior Experience Coda requirement.