

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. Further, our departmental theme of “Equalizing Educational Opportunity: Equity, Inclusion, and Success in Classrooms, Schools, and Communities” encapsulates this work.

The Department of Education offers full-time programs for graduates who desire a **Master of Arts in Teaching** (Grades 5-9, 9-12, or K-12), a **Master of Arts in Education** (Grades 1-6), or a **Doctor of Philosophy (PhD) in Education**. In addition, the department offers a **Graduate Certificate Program in Higher Education (GCPHE)** for current Washington University doctoral students.

The teacher certification master programs are ideal for those who want to become public school teachers. Our master programs leading to teacher certification are designed for students who do not have a background in a teacher education program leading to certification. The **Master of Arts in Teaching (MAT)** is for students seeking secondary teacher certification in a specific subject area; the **Master of Arts in Education (MAEd)** is for students seeking elementary teacher certification. In addition, we offer a **4/1 Accelerated AB/MAT Degree Program** for undergraduates at Washington University in St. Louis.

In partnership with the Brown School of Social Work at Washington University in St. Louis, the Department of Education offers three tracks for the **MSW/MAEd** joint degree program. After completing one year in the Brown School toward the MSW, students will spend three semesters in the Department of Education completing one of three tracks: Elementary Teacher Certification, Educational Studies, or Higher Education. Students will then finish their MSW during their final spring semester for a total of 3 years in the joint degree program. See the *Bulletin* page for the MSW/MAEd program and the Brown School website to learn more about the MSW/MAEd program.

The **PhD in Education** is aimed at strengthening and deepening the student's analytical understanding of education in both research and practice. Students working toward a PhD in Education are expected to acquire an understanding of education as a complex social, cultural, moral, and political activity undergirded by a commitment to advancing educational equity and countering the status quo. Students further engage with education as a field of study with rich literature bases and strong ties to disciplinary knowledge, classroom practice, and a variety of technologies. Through the PhD in Education, students work closely with our faculty who bring special interests and expertise to the examination of educational interactions in such

contexts as schools, families, and other cultural institutions. Students are expected to acquire theoretical and empirical expertise in an area of concentration — Educational Policy Studies or Educational Psychology — even as they demonstrate their broader understanding of educational processes and problems. Moreover, students are expected to acquire methodological competence in empirical inquiry and to pursue research questions that are of interest and import for the student individually as well as for a larger educational community. Graduates of the PhD program will be prepared to join the community of professional scholars and educators who contribute to our understanding of the complexity of education.

The **Graduate Certificate Program in Higher Education (GCPHE)** is designed to provide an overview of historical and contemporary issues in higher education for doctoral students who wish to gain a greater understanding of higher education research, policy, assessment, and/or administrative practices. Current Washington University doctoral students who are interested in pursuing the Graduate Certificate in Higher Education may begin taking courses pursuant to the certificate upon entry into the university.

Contact: Alyssa McDonald
Phone: 314-935-6791
Email: alyssa.mcdonald@wustl.edu
Website: <http://education.wustl.edu>

Faculty

Chair

Andrew Butler (<https://education.wustl.edu/people/andrew-c-butler/>)

Associate Professor of Education
PhD, Washington University in St. Louis

Endowed Professor

Carol Camp Yeakey (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

Associate Professors

Rowhea Elmesky (<https://education.wustl.edu/people/rowhea-elmesky/>)

Director of Graduate Education
PhD, Florida State University

Michelle Purdy (<https://education.wustl.edu/people/michelle-purdy/>)

Director, Undergraduate Program in Educational Studies
Director of Academic Planning
PhD, Emory University

Assistant Professors

Ebony Duncan-Shippy (<https://education.wustl.edu/people/ebony-m-duncan-shippy/>)

PhD, Vanderbilt University

Nadirah Farah Foley (<https://education.wustl.edu/people/nadirah-farah-foley/>)

PhD, Harvard University

Bronwyn Nichols Lodato (<https://education.wustl.edu/people/bronwyn-nichols-lodato/>)

PhD, University of Chicago

Christopher Rozek (<https://education.wustl.edu/people/christopher-rozek/>)

PhD, University of Wisconsin, Madison

Lecturers

Kerri Fair (<https://education.wustl.edu/people/kerri-fair/>)

EdD, Webster University

Lisa Gilbert (<https://education.wustl.edu/people/lisa-gilbert/>)

PhD, Saint Louis University

Aurora Kamimura (<https://education.wustl.edu/people/aurora-kamimura/>)

PhD, University of Michigan, Ann Arbor

Lyndsie Schultz (<https://education.wustl.edu/people/lyndsie-schultz/>)

PhD, Washington University in St. Louis

Affiliate Faculty

John Baugh (<https://education.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

Cindy Brantmeier (<https://education.wustl.edu/people/cindy-brantmeier-1/>)

PhD, Indiana University, Bloomington

Allison King (<https://www.ot.wustl.edu/about/our-people/allison-king-48/>)

MD, University of Missouri School of Medicine, Columbia

Mark A. McDaniel (<https://education.wustl.edu/people/mark-mcdaniel/>)

PhD, University of Colorado

Mike Strube (<https://education.wustl.edu/people/michael-strube/>)

PhD, University of Utah

Rebecca Treiman (<https://education.wustl.edu/people/rebecca-treiman/>)

Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences

PhD, University of Pennsylvania

James V. Wertsch (<https://education.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor

PhD, University of Chicago

Staff

Michele Augustin (<https://education.wustl.edu/people/michele-augustin/>)

Director, Teacher Education and Academic Services

EdD, EdS, Missouri Baptist University

Jessica Bockskopf (<https://education.wustl.edu/people/jessica-bockskopf/>)

Field Placement Specialist

EdD, Maryville University

Mark Hogrebe (<https://education.wustl.edu/people/mark-hogrebe/>)

Educational Research, Statistician

PhD, University of Georgia

Judith H. Joerding (<https://education.wustl.edu/people/judith-h-joerding/>)

Kappa Delta Pi Advisor

EdD, Saint Louis University

Alyssa McDonald (<https://education.wustl.edu/people/alyssa-mcdonald/>)

Student Services Coordinator

MEd, Middle Tennessee State University

Mel Nicolas (<https://education.wustl.edu/people/mel-nicolas/>)

Administrative Coordinator, Faculty Support

BS, Missouri Southern State University

Degree Requirements

Master of Arts in Education

The Master of Arts in Education (MAEd) program for students seeking elementary teacher certification in grades 1-6 requires 48 credit units of professional education courses, including 8 credit units of student teaching during the final semester. The courses are typically completed in three semesters, with one summer course after the spring semester of the program.

- The first fall semester consists of foundation courses in education, including educational psychology and teaching reading courses.
- Spring includes the curriculum and instruction block, which involves courses in the basic subject areas as well as a field seminar requiring 50 hours of classroom experience.
- Summer consists of a course in the education and psychology of exceptional children.

- The second fall semester, which is the final semester of the program, includes 16 weeks of student teaching as well as courses for reading and creating a teaching portfolio. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for elementary education grades 1 through 6. States all have their own unique requirements for teacher certification, but many have reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet some additional state requirements, but for most states, transferring teacher certification is fairly straightforward.

Master of Arts in Teaching

The Master of Arts in Teaching program for students seeking secondary teacher certification requires at least 36 units of professional education courses in addition to 12 graduate credit units in their teaching subject area during semesters when their schedules allow. The courses are typically completed in four semesters.

- The first fall semester includes professional education courses in adolescent development and a foundations of education course, along with appropriate courses in the content area.
- The second semester includes educational psychology courses with 30 clock-hours of classroom experience and appropriate content area courses.
- The third semester includes a field experience seminar requiring 50 clock-hours of classroom experience, a 2-unit Curriculum and Instruction for Secondary Education course in addition to a lab associated with the chosen content area, a reading intervention course, and a content area course, if necessary.
- The final (fourth) semester consists of 16 weeks of student teaching (8 credit units) as well as courses for reading in the content area and a teaching-learning process course. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for their selected subject area. States all have their own unique requirements for teacher certification, but many have reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet some additional state requirements, but for most states, transferring teacher certification is fairly straightforward.

Students may be certified in the following content areas:

- *For grades 5 through 9:* Language Arts, Mathematics, Science, Social Science
- *For grades 9 through 12:* Biology, Chemistry, Earth Science, English, Physics, Mathematics, Social Science (including history, political science, economics, geography, and behavioral sciences such as psychology, sociology, and anthropology)
- *For grades K through 12:* Art, Dance, World Language (Latin, Chinese, French, German, Japanese, Russian, Spanish)

Students must fulfill specific content area requirements through either undergraduate course work and/or the 12 credit units of subject area graduate courses required for the Master of Arts in Teaching program. It is strongly suggested that students apply for a subject in which they have completed (or will complete) a bachelor's degree (or earned the equivalent to an undergraduate major).

Accelerated AB/MAT Program

The Accelerated AB/MAT Program allows qualified Washington University undergraduates to complete a Master of Arts in Teaching (MAT) degree in one year after completing the AB degree. The undergraduate and graduate degrees are awarded sequentially, if approved, with admission to the master's degree program in the fall semester following the completion of the undergraduate degree. The program is available only to students currently in their senior year and only for continuous enrollment the next year. There is no option for deferred admission.

To qualify for the AB/MAT program, undergraduate students must have completed 30 to 36 credit units of content area courses (content areas listed below) with at least 12 credit units taken at the 500/5000 level. In addition, as undergraduates, students will need to take 10 credits of professional education courses (Educ 313B, Educ 408, Educ 4052, Educ 4053) and a 3-credit foundations of education course (Educ 301C, Educ 453B, Educ 459F, Educ 462, or Educ 481W) prior to the fifth year. The accelerated program allows Washington University undergraduates to complete an MAT degree in one academic year by applying up to 16 credit units taken as an undergraduate at the 500/5000 level or above.

- The first semester of the MAT includes a field experience seminar requiring 50 clock-hours of classroom experience, a 2-unit Curriculum and Instruction for Secondary Education course in addition to a lab associated with the chosen content area, a reading intervention course, and a content area course, if necessary.
- The second semester consists of 16 weeks of student teaching (8 credit units) as well as courses for reading in the content area and a teaching-learning process course. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment or register for any additional course work.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for their selected subject area. States all have their own unique requirements for teacher certification, but many have

reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet additional state requirements, but for most states, transferring teaching certification is fairly straightforward.

Students may be certified in the following content areas:

- *For grades 5 through 9:* Language Arts, Mathematics, Science, Social Science
- *For grades 9 through 12:* Biology, Chemistry, Earth Science, English, Physics, Mathematics, Social Science (including history, political science, economics, geography, and behavioral sciences such as psychology, sociology, and anthropology)
- *For grades K through 12:* Art, Dance, World Language (Latin, Chinese, French, German, Japanese, Russian, Spanish)

It is strongly suggested that students apply for a subject in which they have completed (or will complete) a bachelor's degree (or earned the credits equivalent to an undergraduate major).

Doctor of Philosophy in Education

Our doctoral program is a six-year program that provides two main concentration pathways of study: Educational Policy Studies and Educational Psychology. Students work closely with their mentor(s) to develop expertise in their area of interest, and this research training is supplemented by required course work in methodology and the history of education. Additional course work may be undertaken as needed. Required and elective courses provide students with a broad understanding of scholarship and research in education. Many courses have fieldwork and research components, and they are designed to prepare students for meeting the qualifying examination requirements and for dissertation research and writing. By the third year, students should be completing their courses and submitting a qualifying portfolio of written work before entering the dissertation phase of the program. Students must have a dissertation proposal approved, generally by the fourth year, before they continue with the bulk of their research and writing for the dissertation. A dissertation is then completed and defended, usually by the end of the sixth year of study. Integrating teaching and research with scholarly development involves the doctoral candidate in the central responsibilities of the professional educator. An advantage of a small department within Arts & Sciences is that students have multiple opportunities to work closely with many of the faculty in the department. In addition, the university offers a climate that supports interdisciplinary conversations across schools, departments and programs. As Department of Education faculty, we encourage students to pursue learning experiences and contacts with faculty in other programs. Students encounter a diversity of disciplinary perspectives within and outside of the Department of Education so that they may acquire a broad understanding of the field.

Graduate Certificate in Higher Education

Doctoral students interested in pursuing a Graduate Certificate in Higher Education must take a total of either four courses (12 total credit units) **or** three courses (9 total credit units) and engage in a 3-credit-unit Mentored Experience in Higher Education (MEHE) through the Department of Education. Students will complete only one course from each of the following course groupings until their 9- or 12-credit-unit requirement has been met: (1) Foundations of Education, Assessment, and Evaluation; (2) Diversity and Inclusion in Education; and (3) Critical Issues in Higher Education. Students may elect to take a further course in Critical Issues in Higher Education or to enroll in an MEHE. To enroll in an MEHE, the student consults with the practicum supervisor, and then the MEHE must be approved by the director of graduate studies in the Department of Education.