Washington University offers undergraduate teacher certification programs in the following areas: Art, Dance, English, Mathematics, Classics (Latin), Modern Foreign Languages (Chinese, French, German, Japanese, Spanish and Russian), Biology, Chemistry, Earth Science, Physics, and Social Studies. Art, Dance, Latin and Foreign Languages are K-12 certifications; all other areas are for grades 9-12. In each case, the certification program involves a major in Education and a second major in the appropriate academic area. Art students take the same general education course work and have the same Education requirements as students in other teaching areas, but Art students take individual courses rather than the Secondary Professional Semester.

Washington University’s teacher preparation programs provide the general, professional and subject area education that qualifies a student for certification to teach in the public schools. On the recommendation of the Department of Education, the Missouri State Department of Education will issue a teaching certificate to an individual who successfully completes a Washington University teacher preparation program. Once a student has been certified to teach in Missouri it is possible to transfer certification to other states, although additional coursework or testing may be needed.

**Philosophy**

At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the “one right” answer or “one best” way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes and inequities of the current system. In addition, they are expected to act in ways that have a sound and defensible rationale rooted in research, ethical standards and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

**Program Principles**

*Commitment to equitable and just education for all students.* Teachers act on the belief that all students can learn and use a variety of strategies to promote the development of critical thinking, problem solving, and performance capabilities of all students.

*Knowledge of the subjects to be taught and know how to teach.* Teachers have a command of content knowledge so they can co-construct learning experiences with their students. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

*Enact the role of a teacher as an inquirer.* Teachers understand histories of participation and critically examine their language and practice. As active members of learning communities, they seek to expand their repertoire, deepen their knowledge, sharpen their judgment and conduct research in their classrooms and communities in order to better support the educative experiences of their students.
Declaration of Major

All teacher education majors must double major in Education and another subject field. Students may declare the major online through WebSTAC. They will be assigned an appropriate advisor after declaring a major and meeting with the Student Services Secretary (rludy@wustl.edu). Declaration of a major is the first step of admission to a teacher education program, but it does not guarantee admission. In addition to declaring a major, students must also complete an application and pass the MOGEA (https://dese.mo.gov/educator-quality/educator-preparation/assessments), the Missouri General Education Assessment, to be considered for admission (see admission details below).

Information about the department can be found in the main office (Seigle 107) or online: education.wustl.edu

Admission

A candidate should have at least a 3.0 average in his/her major, a 3.0 overall grade point average, and not be on academic probation. Other factors which affect admission are: the ability to complete the necessary course work prior to graduation; performance in any Education course work taken; past experience in working with children and adolescents; passing scores on all sections of the MOGEA; and a commitment to teacher education.

The Missouri State Department of Education requires undergraduates wishing to be admitted to a teacher certification program to pass a basic skills exam, the MOGEA, an achievement test which focuses on basic knowledge and skills in English (including a writing sample), mathematics, science, and social studies. More information can be provided by the Department of Education Student Services office in Seigle 107 (935-6791; rludy@wustl.edu).

As soon as the student begins to consider a teaching major, he/she should pick up an application for admission from Seigle 107. This form should be returned to Seigle 107. The Department of Education’s Pre-Service Admission Committee reviews all applications for admission once a semester. The student will receive a letter indicating the Committee’s decision.

Once admitted to the program, the student’s academic progress is monitored by the Teacher Education advising team. In particular, academic progress is reviewed before permission is given to take the professional semester and student teach; ordinarily students will not be permitted to student teach if they have incomplete course work.

Program of Study

Students are responsible for making sure that all program requirements are met, and should monitor their progress carefully. Student teaching placements are made by the faculty; students should not attempt to make their own field experience placements. Students must complete a major in their area. There may be additional course work required for certification. Students should arrange to meet with an Education Advisor as soon as possible.

Areas of Certification

Some additional course work outside of the major requirements in the subject area may be needed to fulfill certification requirements in the subject area.

- Art, K-12
• Biology, 9-12
• Chemistry, 9-12
• Dance, K-12
• Earth Science, 9-12
• English, 9-12
• Mathematics, 9-12
• Foreign Language, K-12 (Chinese, French, German, Japanese, Latin, Russian, Spanish)
• Physics, 9-12
• Social Science, 9-12

Professional Education Course Work

The following organization of Education course work pertains to all subject areas except Art. Students in Art will receive information on the sequencing of Education course work during their admission interview with the Education advisor. To be certified in Missouri students must study in the following seven areas of education for a total of at least 30 credit hours, in addition to their subject area requirements (typically fulfilled by a second major).

** Please be aware that the Field Experience course (Ed 4843) and Educational Psychology (Ed 4052) both require 30 to 50 hours of observation during the semester. Student Teaching will be full-time for 12 – 14 weeks during the spring. You cannot work during the day for the duration of your student teaching. **

Freshman-Junior (1st-3rd) year Courses: These courses can be taken prior to admission to teacher certification and should be taken prior to the professional semester.

• Social Foundations, 3 credits (One of the following courses) – Educ 301C The American School, Educ 453B Sociology of Education, Educ 459F Philosophy of Education, or Educ 481 History of Education.
• Education, Childhood/ Adolescence & Society (Educ 313B) – you may substitute Psych 325 Psychology of Adolescence, or Psych 321 Developmental Psychology; but be sure to consult with your advisor.
• Educational Psychology (Educ 4052) – this 4 credit course includes field work in a classroom (50 hours) as well as academic study
• Education and Psychology of Exceptional Children (Educ 408) – while this 3 credit course may be taken prior to admission, we do not recommend it be taken before Education 4052. We suggest student enroll in the Fall sections, but it can also be taken in the Spring.

Senior (4th) year courses - Secondary Professional Year: The “professional year” is designed to help the student integrate curriculum and methods course work with student teaching. The student teaching semester is offered once a year (Spring semester) only and is a full-time experience (approximately 7:30-4:00 daily, with one or two late afternoon classes, 4:00-6:30). Student Teaching may begin in January before WashU semester officially begins. Undergraduates should plan to take the professional semester during the spring of their senior year. Since student teaching is a full-time experience, the student should not take any other course work and should keep outside commitments to an absolute minimum. (The advisor will explain to Art students how their program differs from the professional semester.)

Fall courses:

• Curriculum and Instruction (C&I) in the appropriate subject area (Education 4xx), each subject has its own C&I course number
• Field Experience Seminar (Educ 4843) is taken in conjunction with the curriculum and instruction course. This course requires 50 hours of classroom observation. – 3 credits
• Instructional Interventions in Reading for Adolescents and English Language Learners (Educ 5253) – 3 credits
• Teaching Writing (Educ 4451) for certification in English or Middle School only – 3 credits

**Spring courses:**

• Reading in the Content Area (Educ 5681) – 3 credits
• Teaching Learning Process in the Secondary School (Educ 4821) – 3 credits
• Student Teaching (Educ 492 in the Secondary Schools or Educ 494 in K-12) consists of full time placement in a secondary school for 12-14 weeks during school hours. – 3 credits

**Certificate in Instructional Technologies**

The Department of Education is committed to helping all of its students become proficient in the latest instructional technologies. The Certificate of Merit in Instructional Technologies is required to demonstrate proficiency in instructional technologies. More details are attached.

**Middle School Certification:** Middle school certification (grades 5-9) in your subject area may be added with significant additional course work and student teaching in the middle school. If you are interested, check with your advisor. It may also be possible to add by exam.

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**Certification**

Upon completion of the Secondary Certification Program and graduation from Washington University, a student may apply for a Missouri teaching certificate. It is the student’s responsibility to submit the appropriate application materials and communicate with the Student Services Secretary about the application requirements.

Our certification officer will help students achieve teacher certification in other states. The student is well advised to check the certification requirements of each state in which they want teacher certification. **Students desiring certification in other states may need additional coursework or exams.** Please see the departmental office (Seigle 107) for further information.

All persons completing a teacher certification program must meet the following requirements in order to be certified in the state of Missouri:

1) Overall final G.P.A. of 3.0 on a 4.0 scale.
2) Final G.P.A. in the teaching area of 3.0 on a 4.0 scale.
3) No grade of less than “B” in a required Education course.
4) Undergraduates must have passed the MOGEA.
5) Completion of the Missouri Educator Profile (MEP)
6) The student must take and pass the Missouri Content Assessment in the appropriate area.

**Information can be obtained in Seigle 107.**

7) Completion of the Missouri Pre-Service Teacher Assessment (MOPTA) during student teaching.

The university must make available to the public information about the quality of our teacher education graduates. The department submits that information annually with the State of Missouri. The current report can be found at [http://education.wustl.edu/undergraduate/certification](http://education.wustl.edu/undergraduate/certification)
Certificate of Merit in Instructional Technologies

The Department of Education is committed to helping all of its students become proficient in the latest instructional technologies. To this end, we have created the Certificate of Merit in Instructional Technologies, required for all students in the Teacher Education programs, to demonstrate proficiency in PowerPoint, Notebook for interactive whiteboards, and digital video production. Individuals must demonstrate such proficiency to be awarded a Certificate of Merit for inclusion in their professional portfolio.

Over the course of their program, students will submit a project created in each of these technologies and present them to a review committee. Projects can include lesson plans created for student teaching, presentations created for department coursework, or other class assignments completed throughout the program. During the oral presentation, students will be asked to assess how these technologies enhance student learning.

Projects submitted will be scored based upon the student’s understanding and creative use of each technology. Questions in the evaluation process will include:

- How did the use of a particular technology further the effectiveness of the project?
- How well did the student exploit the full potential of the technology?
- How well does the student understand how these technologies can contribute to teaching and learning processes?
- In what practical ways can the student envision using these instructional technologies in her or his teaching career?

No previous technical experience is required. Workshops, class assignments, and personal mentoring are available to help every student successfully complete the requirements.

For more information, contact Roshonda Ludy (rludy@wustl.edu) or Ron Banfield (rbanfiel@wustl.edu) in the Department of Education.