The graduate programs in educational foundations at Saint Louis University aim to facilitate students’ critical exploration of the relationships between education, society, and culture; enable students’ analyses of issues related to race, ethnicity, gender and sexuality, and class; and promote social justice and educational equity in local, national and global contexts.

M.A.: The Master of Arts degree program provides an ideal environment for those individuals who are interested in expanding their knowledge of educational theory, history and philosophy of education, and educational psychology. The degree requires the completion of 32 credit hours of coursework.

At the end of the program, students, in consultation with their advisor, will prepare a theme paper on a topic related to their coursework and complete a one-hour oral examination based on the theme paper and completed coursework.

Ph.D.: The Doctor of Philosophy degree emphasizes the tools of research and the interplay of theory and practice in education. The degree requires the completion of 30 credit hours of coursework, 12 hours of dissertation research, a comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of the dissertation.

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With a legacy of innovative academics and research, compassionate health care and faithful service, Saint Louis University attracts a diverse community of scholars who push intellectual boundaries in pursuit of creative, meaningful ways to impact the world, striving to serve a higher purpose and seek a greater good.

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SAINT LOUIS UNIVERSITY
GRADUATE EDUCATION

Educational Foundations
+ School of Education

FACULTY
Jennifer Buehler, Ph.D.: English education, young adult literature, urban education, culturally relevant pedagogy, ethnography
Mary M. Chittooran, Ph.D., NCSP: Research with children, cultural competence, professional ethics, international students, women in higher education
Tony DeCesare, Ph.D.: Philosophy of education, democratic education, educational equality, capabilities approach
Joseph Nichols, Ph.D.: Social studies education, teacher education assessment, education policy and the politics of education, schooling in a global society, democracy and democratic theory, educational research
Takako Nomi, Ph.D.: Urban education, education policy, inequality in education, social organization of schools, college readiness and transition from high school to college, quasi-experimental methodologies, causal inference theories and methods

CONTACT INFORMATION
School of Education
EMAIL | slued@slu.edu
PHONE | 314-977-4062
WEB | slu.edu/education

PROGRAM HIGHLIGHTS
Faculty members in SLU’s School of Education take a genuine interest in students and serve as strong models of successful scholarship, teaching, and service to the community. We offer students academically rigorous programs that balance theory and practice, intellect and affect, and action and reflection.

Students in the Educational Foundations programs gain familiarity with the content and research methods of the various Foundations disciplines and learn to study education from a multidisciplinary perspective. Doctoral students are encouraged to focus on one of the Foundations disciplines, chosen in consultation with their advisor.

Career Paths:
Possible career paths for someone with a graduate degree in educational foundations include university faculty positions, educational research opportunities, and positions within educational agencies at local, state, and federal levels.

In addition, these degree programs enable current educators (e.g., teachers and administrators) to understand more deeply the sociocultural, political, and economic contexts of the schools and communities in which they work and to become critical and reflective practitioners.

FINANCIAL SUPPORT
Students may apply for graduate assistantships. Assistantship information and application forms are available on the School of Education webpage, in the financial aid section. Please contact student financial services for more information on financial aid.

REVISED April 2018