Contents

Welcome .................................................................................................................................................. 6

Course/Program Detailed Descriptions ................................................................................................ 7

Arts & Sciences ........................................................................................................................................ 7

Creating Video Documentaries, Brian Cohen, U08 EDUC 4210 ............................................................... 7
Elementary Methods Field Experience, Brenda Pierce, L12 EDUC 4841 ............................................... 7
Experiences in Life Sciences, Joan Downey, Lisa Hayes, Michael Mullins, L41 BIOL 265 ...................... 7
Freshmen Seminar: Medicine and Society, Bradley Stoner, L48 ANTHRO 141, 142 .............................. 7
GIS Clinic, Aaron Addison, U90 GIS 422 .................................................................................................. 8
Global Culture and the Individual: Abroad in Georgia, Joachim Faust, L61 FOCUS 2082 ....................... 8
Interdisciplinary Environmental Clinic, Maxine Lippeles & Beth Martin, L82 ENST 539 ...................... 8
Internship in Psychology, Brian Carpenter, L33 PSYCH 225 ............................................................... 8
Pediatric Emergency Medicine Research Associates Program-Experiences in Life Sciences, Kristine Williams, L41 BIOL 265 .............................................................................................................. 8
Practicum in Applied Behavior Analysis: Autism/PDD, Leonard Green, L33 PSYCH 235 ..................... 9
Practicum in Psychotherapy, Amy Bertelson, L33 PSYCH 564 ............................................................... 9
Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School, Gay Lorberbaum, L98 AMCS 316F .............................................................................................................................................. 9
Service-Learning: Projects in Domestic Violence, Jami Ake, L77 WGSS 3942 ....................................... 9
Service-Learning: Women and Prison, Barbara Baumgartner, L77 WGSS 3171 ..................................... 9
Sexual Health & the City: A Community-Based Learning Course, Shanti Parikh, L90 AFAS 4363 ........ 10
Special Topics: Environmental Justice, William Scott Krummenacher, L32 POL SCI 340-01 ........... 10
Social Gerontology, Brian Carpenter, L33 PSYCH 427 .......................................................................... 10
Swahili Language Courses I, II, III, IV, Mungai Mutonya, L90 AFAS 103D, 104D, 203D, 204D . 10
Topics in American Politics: Globalization, Urbanization, & the Environment, William Scott Krummenacher, L32 POL SCI 3752 ........................................................................................................... 10
Topics on Africa-Summer Program in Kenya, Mungai Mutonya, L90 AFAS 305C ............................. 11
Washington University Math Circle, Blake Thornton, MATH 200 ...................................................... 11
World-wide Translation: Language, Culture, Technology, Ignacio Infante, L16 COMP LIT 394 . 11
Brown School ........................................................................................................................................... 11
Business Planning for New Enterprises (The Hatchery), Clifford Holekamp, S50 SWSA 5061 ... 11
Community Development Practice, Barbara Levin, S60 SWCD 5016 .................................................. 11

Community-Based Teaching and Learning Course Listings 2014-2015
Death and Dying, Mary Pat Henehan, S30 SWDP 9150 ............................................................... 12
Developing Programs for Children & Youth, Lorien Carter, S50 SWCD 5067 ............................ 12
Developing Sustainable Urban Communities, Hank Webber, S60 SWCD 5078 ........................ 12
Evaluation of Programs and Services, Amanda Moore McBride, various instructors, S50 SWCD 5050 .............................................................. 12
Foundation Practicum Integrative Seminar, Cynthia Williams, S70 SWCD 5102 ........................ 12
Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences, Aaron Addison, Aaron Hipp, S65 SWCD 5082 .............................................................. 13
Policies & Services for Children & Youth, Corinne Patton, S40 SWSP 5771 ......................... 13
Social and Economic Development: East Saint Louis Seminar, Jack Kirkland, S60 SWCD 5076 13
Social Work Practice with Organizations and Communities, Amanda Moore McBride, various instructors, S15 SWCR 5039 .............................................................. 14
Spirituality and Social Work, Mary Pat Henehan, S31 SWDP 5200 ........................................... 14
Transdisciplinary Problem-Solving: From the Inside Out: Public Health & the Built Environment, Aaron Hipp, S55 MPH 5335 .............................................................. 14
Urban Development Seminar, Barbara Levin & Charles Brown, S60 SWCD 5077 ............ 14

Olin Business School ............................................................................................................ 15

Business Planning for New Enterprises (The Hatchery), Clifford Holekamp, B53 MGT 424/ B63 MGT 524 .............................................................. 15
CEL Entrepreneurial Consulting Team (CELect), Clifford Holekamp, B63 MGT 550x ......... 15
Management Communication, Linda Buhr, MGT 201 .......................................................... 15
Olin Board Fellows Program, Ron King, B63 MGT 550R ....................................................... 15
Taylor Community Consulting Project, Mark Soczek, B63 MGT 520 ................................ 15

Sam Fox School of Design & Visual Arts ............................................................................. 16

Architecture Service Learning Program (Alberti Program), Gay Lorberbaum, A46 ARCH 488 ... 16
Community Arts and Social Practice: An Introduction, Susan Colangelo & Gina Martinez, ART 5080 .............................................................. 16
Community Building, Building Community, Bob Hansman, X10 XCORE 307 ................... 16
Community Development and American Cities, Hank Webber, ARCH 5079 .................... 16
Community Dynamics, TBD, A46 ARCH 241 .................................................................... 16
Contemporary Practices of Sustainable Urbanism, John Hoal, A49 MUD 657 ................... 17
Developing Sustainable Urban Communities, Hank Webber, Molly Metzger, Stephen Mueller, A46 ARCH 5078/A49 MUD 5078 .............................................................. 17

Community-Based Teaching and Learning Course Listings 2014-2015
Digital Filmmaking: City Stories, Monika Weiss, XCORE 344 ........................................ 17
Explore & Contribute: Collaboration between Washington University & Henry Elementary School, Gay Lorberbaum, A46 ARCH 490A ......................................................... 17
For Purpose: Art & Design as an Ethnics-based Model of Entrepreneurship, Albert Mitchell, A46 ARCH 404D ............................................................... 17
From the Bottom Up: A Grassroots Approach to Healthy Communities & Neighborhoods, Janet Baum, A46 ARCH 568D ................................................................. 18
Furnish It, with Pieces, Pablo Moyano, ARCH 435E ......................................................... 18
NOMA National Design Competition, Charles Brown, ARCH 486A ................................. 18
Of Donks and Dyads II: The Quadrangle Experiment, Don Koster, ARCH 5-600 .............. 18
Reconsidering the Margins: Pagedale, Albie Mitchell, ARCH 563D ................................. 18
Service Learning Course: Environmental Issues, Gay Lorberbaum, A46 ARCH 350 ........ 18
Sustainability Exchange: Community & University Practicums, Pratim Biswas & Bruce Lindsey, I-405/L82-405 ................................................................. 19
University City Sculpture Series, Noah Kirby, ART X85A, ARCH X96A ......................... 19
Urban Development Seminar, Charles Brown & Barbara Levin, A46 ARCH 564A .......... 19
School of Engineering & Applied Sciences .................................................................... 19
CELEntrepreneurial Consulting Team (CELect), Clifford Holekamp, B63 MGT 550x ........ 19
Interdisciplinary Environmental Clinic, Maxine Lipeles & Beth Martin, E63 CHE 542 .... 19
Technical Writing and Service Learning, Sandra Matteucci, E60 ENGR 310 .................. 20
School of Law .................................................................................................................. 20
Appellate Clinic, Bruce LaPierre, W74 LAW 800A ............................................................. 20
CELEntrepreneurial Consulting Team (CELect), Clifford Holekamp, W74 LAW 675C .... 20
Children & Family Advocacy Clinic, Annette Appell, W74 LAW 797J ............................ 20
Civil Rights, Community Justice and Mediation Clinic, Karen Tokarz, W74 LAW 769E ...... 20
Congressional and Administrative Law Externship, Susan Kaplan & Tomea Mersmann, W74 LAW 786C .......................................................... 20
Corporate Judicial Externship, Hillary Sale, W74 LAW 668A ......................................... 21
Criminal Justice Clinic, Peter Joy & Kathryn Pierce, W74 LAW 790D ............................ 21
Entrepreneurship and Intellectual Property Clinic, David Deal & Geetha Sant, W74 LAW 711C .......................................................... 21
Government Lawyering Externship, Katherine Goldwasser, W74 LAW 692D ............... 21
Interdisciplinary Environmental Clinic, Maxine Lipeles & Beth Martin, W74 LAW 704B ........ 21

Community-Based Teaching and Learning Course Listings 2014-2015
International Summer and Semester Public Interest Externship,
*Leila Sadat & Karen Tokarz*, W74 LAW 667A ................................................................. 21

Judicial Externship, *Charles Bobinette*, W74 LAW 654 ...................................................... 22

Juvenile Law and Justice Clinic, *Mae Quinn*, W74 LAW 797H ........................................... 22

Lawyering Practice Externship, *Mary Perry*, W74 LAW 798A ........................................... 22

Marshall-Brennan Project, *Carrie Burns*, Program ............................................................. 22


Patent Law Externship, *David Deal*, W74 LAW 668B ......................................................... 22

Race Public Education & The Law Seminar, *Kimberly Norwood*, W76 LAW 759S ............ 22

Semester-In-Practice, *Mary Perry*, W74 LAW 668D ......................................................... 23

Supervised Practicum (Northwestern Academy of Law High School),
*Katherine Goldwasser*, W74 LAW 662G ........................................................................... 23

School of Medicine ................................................................................................................. 23

Applied Clinical Research II: Disability, *Susan Stark*, M01 OT 573D .................................... 23


Clinical Practicum, *Various Instructors*, Program .............................................................. 23

Environmental Factors Facilitating Performance & Participation I,
*Jessica Dashner*, M01 OT 5163 ............................................................................................. 24

Health Promotion, Participation and Wellness for Persons with Chronic Disease,
*Christine Berg & Jessica Dashner*, M01 OT 5380 ................................................................. 24

Pediatricians in Community, *Sarah Garwood*, Residency ................................................. 24

Professional Issues and Skill Development IV, *Tammy Burlis*, M02 PHYS THER 655 .......... 24

Promoting Population Health through Community Partnerships,
*Christine Berg & Peggy Neufeld*, M01 OT 5285 ................................................................. 24

Students Teaching AIDS To Students (STATS), *Ericka Hayes*, M04 W1 587D ............... 24

About the Gephardt Institute for Public Service .................................................................... 25

Contact Information ............................................................................................................. 26
Welcome from the Gephardt Institute for Public Service

Community-based teaching and learning is embraced by schools and departments across Washington University.

Also referred to as service-learning, key elements include learning activities in service to an organization or community, course content and assignments connected to the service, and faculty oversight.

We have identified more than 75 undergraduate- and graduate-level courses enhanced by community-based teaching and learning at Washington University. These courses enable students of all disciplines, from business to art, to provide service to the community while applying their learning in a real life context.

To nurture growth in this area, the Gephardt Institute of Public Service offers educational sessions, individual consultation, and faculty fellowships.
For more information, visit: http://gephardtinstitute.wustl.edu/CBTL
Course/Program Detailed Descriptions

**Arts & Sciences**

**Creating Video Documentaries**  
*Brian Cohen*, U08 EDUC 4210  
The course is an opportunity to develop critical skills in video production and media literacy. We begin by addressing theories of documentary production. This includes an understanding of film forms and the various tools and techniques available to visual storytellers. We also explore the challenges of representation and the ethical considerations involved in video production. For the final project, students combine technological skills with theoretical principles developed throughout the semester to produce a short documentary film. There is no technical prerequisite. Each reading and class exercise is designed to provide the skills necessary to produce the final project. **Semester:** Fall, spring-annually. **Prerequisite:** None. **Additional Info:** 3 credit course.

**Elementary Methods Field Experience**  
*Brenda Pierce*, L12 EDUC 4841  
This program emphasizes application and analysis of specific content area method strategies in an elementary school classroom. **Semester:** Spring. **Prerequisite:** Admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. **Additional Info:** 2 credit course.

**Experiences in Life Sciences**  
*Joan Downey, Lisa Hayes, Michael Mullins*, L41 BIOL 265  
Section 1: Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: accompany a physician on rounds and prepare a paper on an organ system or disease, participate in a clinical or applied ecological study and report on it, participate in science outreach teaching, etc. Students must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester and a final paper after two semesters. **Semester:** Fall, spring. **Prerequisite:** BIOL 2652 or BIOL 2653 **Additional Info:** Each section is credit/no credit only and does not count towards major. 1.5 credit course per semester, contingent upon completion of two semesters. [http://www.nscl.wustl.edu/research.html](http://www.nscl.wustl.edu/research.html)

**Freshmen Seminar: Medicine and Society**  
*Bradley Stoner*, L48 ANTHRO 141, 142  
Through seminars on culture, health, and medical anthropology, this course creates an academic foundation for student internships in community health placements in St. Louis. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:** Enrollment is limited to 20 first-year students who apply before matriculating. Two admission essays are required. 3 credit course.
GIS Clinic
Aaron Addison, U90 GIS 422
The GIS Clinic places students in real world settings to provide direct experience with geospatial concepts and data. Students apply concepts and tools covered in all courses comprising the GIS Certificate program. GIS Clinic requires students to work on projects from beginning to end, under supervision, and independently. The clinic provides professional services to the university community as well as outside organizations. Possible clinic settings include working with faculty on research projects using GIS, working with local organizations to develop GIS data, and working on regional GIS initiatives. Semester: Fall, spring, summer. Prerequisite: None. Additional Info: 3 credit course.

Global Culture and the Individual: Abroad in Georgia
Joachim Faust, L61 FOCUS 2082
Students who participated in L61 Focus 208, and who wish to participate in the accompanying two-week trip to the Republic of Georgia must register for this course. Semester: Summer. Prerequisite: L61 FOCUS 208. Additional Info: None.

Interdisciplinary Environmental Clinic
Maxine Lipeles & Beth Martin, L82 ENST 539
Interdisciplinary Environmental Clinic (IEC) students represent non-profit groups, communities and individuals who can not afford the legal representation and scientific expertise required to pursue legal action to protect the environment and community health. Semester: Fall, spring. Prerequisite: The clinic is open to graduate and upper-level undergraduates with coursework and/or experience in environmental engineering, environmental science, or related fields. Additional Info: Students from other schools need permission of instructor. Enrollment is a two-step process including the submission of a Request for Permission to Enroll form (found at http://law.wustl.edu/intenv/index.asp?id=429) and online registration. Course credit varies.

Internship in Psychology
Brian Carpenter, L33 PSYCH 225
This course is an opportunity to gain supervised, applied experience in a nonacademic, community service agency. In addition to work at their internship site, students are required to meet regularly with the Internship Coordinator. Semester: Fall. Prerequisite: None. Additional Info: For a description of prerequisites, goals, agency selection, registration policies, and course requirements, obtain a copy of “A Guide to Internship in Psychology” available outside of room 221 and room 419A, Psychology Building or available on-line at: http://psychweb.wustl.edu/files/psychweb/imce/internship_brochure_2012-13.pdf. This course can be taken only once. Credit/no credit only. 3 credit course.

Pediatric Emergency Medicine Research Associates Program- Experiences in Life Sciences
Kristine Williams, L41 BIOL 2652
The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children’s Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. Research associates are expected to work two 4-hour shifts per week in the St. Louis Children’s Hospital Emergency Department and to attend a weekly 2-hour lecture. Semester: Fall, spring, summer. Prerequisite: Registration contact, Erin Gerrity: gerrity@biology2.wustl.edu. All students must have two negative TB tests within the last year. Additional Info: http://www.nslc.wustl.edu/courses/Bio2652/index.html. May not be taken concurrently with Bio 2654: MEDPREP II. Community partners include: St. Louis Children’s Hospital, Washington University in St. Louis School of Medicine, Division of Pediatric Emergency Medicine. Offered as credit/no credit option only. 3 credit course.
Practicum in Applied Behavior Analysis: Autism/PDD
Leonard Green, L33 PSYCH 235
This practicum provides the opportunity to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. Training and supervision are arranged and coordinated by the family of the child and their consultant. To receive credit, students must undertake a year's work with the child, complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, students must attend all seminar meetings for discussion of assigned readings and presentations on autism and therapy. Completion of a paper is also required. Semester: Fall, spring. Prerequisite: None. Additional Info: For details, see the brochure “Practicum in Applied Behavior Analysis: Autism/PDD,” available from the Department of Psychology office or webpage. 3 credit course.

Practicum in Psychotherapy
Amy Bertelson, L33 PSYCH 564
The WU Psychological Service Center is an outpatient community mental health center that offers low cost psychotherapy and psychological assessment to members of the St. Louis community and provides training to WUSTL graduate students who are working on their Ph.D. in clinical psychology. Semester: Fall, spring. Prerequisite: None. Additional Info: www.psych.wustl.edu/psc. 3 credit course.

Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School
Gay Lorberbaum, L98 AMCS 316F
In this class, students create 2D/3D hands on problem solving workshops for middle school students. The first six weeks of the semester, students experiment with the creative process of lateral thinking. Students then work in teams to develop an exciting curriculum for middle school students from economically disadvantaged, urban families. The last eight weeks of the semester, students present 2D/3D hands-on problem solving workshops to the middle school students. This course seeks students from all disciplines, schools, freshmen through seniors. Semester: Fall, spring. Prerequisite: None. Additional Info: Meets AMCS multidisciplinary requirements and the same as the same as L56 CFH 416, LI8 URST 416. Community partner: Compton-Drew Middle school. 3 credit course.

Service-Learning: Projects in Domestic Violence
Jami Ake, L77 WGSS 3942
In this course, we explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence, along with race and gender expectations, shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing intensive course. Semester: Spring. Prerequisite: Students must contact instructor for permission to enroll. Additional Info: 4 credit course.

Service-Learning: Women and Prison
Barbara Baumgartner, L77 WGSS 3171
Since President Reagan declared a war on drugs in the 1980s, the numbers of women in prison has increased dramatically. Due to mandatory minimum sentencing requirements and increasingly long sentences for non-violent offences, women are the fastest growing population in prison; however, men still make up the vast majority of prisoners and the system is largely geared toward men and their needs. In this course, we explore the historical and contemporary issues of girls and women convicted of a crime. Through readings, films, reflective writings, facility tours, and service-learning opportunities at the Clayton Jail and community organizations, we explore the impact of incarceration on women and their families. While our scope is national, we focus on the corrections system in Missouri. Semester: Spring. Prerequisite: Introduction to Women and Gender Studies or Introduction to Sexuality Studies. Additional Info: 4 credit course.
Sexual Health & the City: A Community-Based Learning Course
Shanti Parikh, L90 AFAS 4363
This community-based learning course provides students an opportunity to learn theory and concepts related to gender, sexuality, and sexual health, and to partner with a community agency to gain hands on experience in understanding how theories and concepts play themselves out on the ground both within the agency and in the lives of the people they serve. Semester: Spring 2015. Prerequisite: None. Additional Info: Community partners include: The SPOT/Project Ark, Planned Parenthood, St. Louis Effort for AIDS, Almost Home, and Covenant House. 3 credit course.

Special Topics: Environmental Justice
William Scott Krummenacher, L32 POL SCI 340-01
This course explores the history and foundations of the environmental justice movement along with current issues and methods of analysis. Policy responses to environmental injustices will be discussed and the claims of injustices evaluated. Students will explore a local case of environmental justice in the St. Louis region. Semester: Spring. Prerequisite: None. Additional Info: Course capped at 20 students. 3 credit course.

Social Gerontology
Brian Carpenter, L33 PSYCH 427
This course is an introduction to the biological, psychological, and social aspects of aging. Specific attention is paid to demographic trends, physical health and illness, mental health, intergenerational relations, work and retirement, living arrangements, social programs, and the end of life. Semester: Spring-every other year. Prerequisite: Junior or senior standing and completion of 6 advanced units in Psychology. Additional Info: 3 credit course.

Swahili Language Courses I, II, III, IV
Mungai Mutonya, L90 AFAS 103D, 104D, 203D, 204D
These language courses enhance a learner's acquisition of Swahili language and cultural skills for appropriate communication in real life situations. Such skills facilitate meaningful interactions and participation in local community-based learning projects targeting immigrants from Kenya, Tanzania, Uganda, Rwanda, Burundi, Somalia, and DR Congo. Semester: Fall, spring. Prerequisite: Each section builds off the preceding course and must be taken in order. Additional Info: 103D/ 104D- 5 credit course, 203D/ 204D- 3 credit course. The community partners include: St. Louis Public Schools, International Welcome School. http://www.stlbeacon.org/content/view/102164/175/

Topics in American Politics: Globalization, Urbanization, & the Environment
William Scott Krummenacher, L32 POL SCI 3752
The rapid spread of urbanization has profound consequences for environmental quality—some positive, some negative. As the world economy continues to integrate across traditional political boundaries, such growth in urban areas is likely to continue. This course explores the causes and consequences of urbanization on environmental health and how local environmental conditions may facilitate the growth of modern mega-cities. Among the topics addressed are the effects of demographic changes on rural communities as younger generations seek better economic opportunity in faraway cities; the benefits to environmental quality from an expanding middle class; and the robustness of traditional institutions to changing political-economic demands. Semester: Fall. Prerequisite: None. Additional Info: 3 credit course.
Topics on Africa-Summer Program in Kenya
Mungai Mutonya, L90 AFAS 305C
This is an interdisciplinary course focusing on a broad range of topics relevant to understanding contemporary society in Kenya. The immersion experience enriches a student's knowledge of complexities of a densely multicultural nation through field study, home stays, guest lectures, and excursions in Kenya. This is a summer abroad course. **Semester:** Summer. **Prerequisite:** Students must have completed a course in Africa-related field and must have a demonstrated commitment to service. **Additional Info:** Community partners include: WEMA Center for the Rehabilitation of Street Children - Mombasa, Kenya (http://www.wemacentre.org/), SOLGIDI (Solidarity with Girls in Distress) - Mombasa, Kenya.

Washington University Math Circle
Blake Thornton, MATH 200
The Math Circle Program presents mathematics as a living, breathing entity that can truly take in a student's imagination. WUSTL students help mentor middle and high school kids in mathematics as part of this nationwide program. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:** http://www.dehn.wustl.edu/~blake/circles/schedule.

World-wide Translation: Language, Culture, Technology
Ignacio Infante, L16 COMP LIT 394
This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health. Students examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary bridge both from a colonial and postcolonial point of view. The class analyzes, from practical and real-world perspectives, whether concepts such as war, human rights, democracy or various deadly illnesses have the same meaning in different societies by considering the diverse frames of reference of linguists, lawyers, anthropologists, and medical doctors across the world. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** Readings include works by Robert McCrum, Talal Asad, Lawrence Venuti, Michael Cronin and Vicente Rafael among others. 3 credit course.

Brown School

Business Planning for New Enterprises (The Hatchery)
Clifford Holekamp, S50 SWSA 5061
Student teams pursue their own business idea or support community or fellow student entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Community entrepreneurs and scientific researchers may pitch an idea to be considered for student selection. Most work is done outside class with the support of executive coaches, mentors, advisors, and the instructor. Classes are held weekly for the first half of the semester, with required rehearsals in the second half. Students present to a panel of judges including venture capitalists, angel investors, entrepreneurs and others involved with early stage ventures. **Semester:** Fall, spring. **Prerequisite:** Introduction to Entrepreneurship (MGT 421 or MGT 521), Social Entrepreneurship (MGT 500T or S50 SWSA 5060) or permission of the instructor. **Additional Info:** This course is the same as B63 MGT 524.

Community Development Practice
Barbara Levin, S60 SWCD 5016
Reviews the theory and practice of community development in the United States. With emphasis on programs in St. Louis and other major American cities, this course exposes students to both research findings and practical intervention strategies. **Semester:** Fall, spring, summer. **Prerequisite:** S15 SWCR 5012 & S15 SWCR 5039. **Additional Info:** None.
Death and Dying
Mary Pat Henehan, S30 SWDP 9150
This course covers concepts and clinical skills that help social workers deal effectively with dying and grieving people and other loss situations. Attention is paid to larger ethical and philosophical issues raised by death. Semester: Summer. Prerequisite: None. Additional Info: None.

Developing Programs for Children & Youth
Lorien Carter, S50 SWCD 5067
Focusing on knowledge, skills and tools necessary to write grants and develop programs for agencies working with children, youth and families, this course includes applied learning experiences. Concurrent enrollment with S50-5050 Evaluation of Programs & Services is NOT recommended due to extensive applied learning assignments in both courses. Approval for concurrent enrollment must be sought from the instructors of both courses prior to enrollment. Semester: Fall, spring, summer. Prerequisite: S15 SWCR 5038. This course is by pre-registration only. Complete application on Inside Brown during pre-registration days April 2-10. Pre-registration dates will change each semester as determined by the Office of the Registrar. Course must be taken in conjunction with concentration practicum. Additional Info: None.

Developing Sustainable Urban Communities
Hank Webber, S60 SWCD 5078
This project-based graduate course engages interdisciplinary groups of students in contributing solutions to substantively and politically challenging urban redevelopment projects in St. Louis. Students teams cultivate their projects over the semester through research, dialogue with a team of interdisciplinary faculty, examination of relevant case studies, and engagement with "client" organizations in the community. The goal of the projects is to contribute to the process of building high quality, mixed income, vibrant and sustainable communities in St. Louis. Semester: Fall. Prerequisite: Preference given to graduate architecture and social work students; other graduate students admitted by permission of the instructors. This course is by pre-registration only. Complete application on Inside Brown during pre-registration days April 2-10. Course requires previous coursework in community development or urban design demonstrated by completion of S60-5079, Community Development & American Cities, or equivalent. Additional Info: Same course as A46 ARCH 5078 / A49 MUD 5078.

Evaluation of Programs and Services
Amanda Moore McBride, various instructors, S50 SWCD 5050
Examines issues and methods for evaluation of programs and services in both organizational and community contexts. Strengths and weaknesses of various evaluative models are discussed. Concurrent enrollment with S50-5067 Developing Programs for Children & Youth is NOT recommended due to extensive applied learning assignments in both courses. Approval for concurrent enrollment must be sought from the instructors of both courses prior to enrollment. Semester: Fall, spring, summer. Prerequisite: S15 SWCR 5005 & S15 SWCR 5040. Course must be taken in conjunction with concentration practicum. Additional Info: None.

Foundation Practicum Integrative Seminar
Cynthia Williams, S70 SWCD 5102
This seminar provides an opportunity for students to integrate theoretical and research-based knowledge gained in the classroom with the applied knowledge gained from social work practice. It is designed to provide additional integration of coursework and daily practice, enhance student knowledge and provide a safe and supportive environment for students to debrief on practice challenges and ethical issues. Semester: Fall, spring. Prerequisite: Course must be taken in conjunction with foundation practicum. Additional Info: None.
Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences
Aaron Addison, Aaron Hipp, S65 SWCD 5082
Geographic Information Systems (GIS) is a system of hardware, software, and procedures designed to support the capture, management, manipulation, analysis, modeling, and display of spatially referenced data for solving complex environmental, health, social, planning, and management problems. GIS applications use both spatial information (maps) and databases to perform analytical studies. This course familiarizes students with the basic knowledge of GIS and the application to social work and public health practice and research. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Semester: Fall, spring summer. Prerequisite: This course is by pre-registration only. Complete application on Inside Brown during pre-registration days. Additional Info: Community partners include: Department of Corrections, Trailnet, St. Louis Regional Health Commission, Behavioral Health Network—partners change every year.

Policies & Services for Children & Youth
Corinne Patton, S40 SWSP 5771
Policies shape the ways services are delivered, financed and governed. Making and implementing policy at the national, state and local levels directly impact the wellbeing of children, youth and their families. The course is designed to develop a base of knowledge of and skills to influence policies and services for children and families. The course uses an evidence-based and applied approach to examining and learning to influence policy. Community agencies pose a policy issue or question related to the work of the agency. Small groups of students research the issues and prepare responses, usually in the form of a policy brief. Semester: Fall, spring, summer. Prerequisite: S15 SWCR 5040. Additional Info: Community partners include: Vision for Children at Risk, Wyman Center, Maternal, Child and Family Health Coalition, St. Louis City Health Department, The Asthma Coalition, Children's Division—St. Louis City Office, United for Children, the St. Louis Mayor's Office, Operation Food Search, Beyond Housing.

Social and Economic Development: East Saint Louis Seminar
Jack Kirkland, S60 SWCD 5076
This course provides a theoretical and experiential understanding of the basic forces, factors and institutional dynamics that interface and persist to keep low-income people in poverty, generationally. Preferably, students take this class along with an "internship" or practicum, to learn how to build a depressed area and raise it to the status of a viable, economically and socially sustainable community. The class is conducted in East St Louis, Lansdowne, at the Jackie Joyner Kersee Center. The area is called "The Helping Village." This unique class is facilitated by interdisciplinary experts from many academic, professional, skilled venues and overseen by the course instructor. The students are taught/trained to function in multiple roles, from consultants to city mayors and city managers to community and neighborhood groups as advocates and facilitators where that need is so currently and urgently required. Semester: Fall. Prerequisite: This course is by pre-registration only. Complete application on Inside Brown during pre-registration days April 2-10. Additional Info: This is the first semester of a two semester course. In the spring semester students should enroll in S60 SWCD 5086 Social and Economic Development: East Saint Louis Seminar Part 2
**Social Work Practice with Organizations and Communities**  
_Amanda Moore McBride, various instructors, S15 SWCR 5039_

This course focuses on the fundamental knowledge and skills needed for social work practice with organizations and communities. Historical views are presented along with contemporary theories and methods. Emphasis is placed on organizational and community assessment and development, with exposure to innovative strategies including social entrepreneurship, systems thinking approaches, and geographic information systems. Through applied group projects in partnership with community-based organizations, students apply the skills developed in research methods, human diversity, and individual practice as they develop skills in task group work, stakeholder engagement, evidence-based application, and capacity building. Students should expect to work with group members and community sponsors outside of class time to accomplish the project objectives. **Semester:** Spring. **Prerequisite:** S15 SWCR 5005, S15 SWCR 5015, and S15 SWCR 5038. Concurrent enrollment in foundation practicum is recommended. **Additional Info:** 3 course credits.

**Spirituality and Social Work**  
_Mary Pat Henehan, S31 SWDP 5200_

This course explores the intersection between spirituality/religion and the profession of social work. Attention is given to developing an empirically-based understanding of spirituality and acquiring beginning knowledge and skills to address spirituality in various practice settings. Diversity is examined and social and economic justice is explored. Opportunities are available to facilitate a caregivers group in a faith-based setting and also a group in the Juvenile Detention Center. **Semester:** Fall-annually. **Prerequisite:** S15 SWCR 5038. **Additional Info:** Community partners include: Family Court-Juvenile Division, St. Peter's Church (United Church of Christ).  
[www.stpeterschurch.org](http://www.stpeterschurch.org)

**Transdisciplinary Problem-Solving: From the Inside Out: Public Health & the Built Environment**  
_Aaron Hipp, S55 MPH 5335_

The built environment has contributed to and advanced public health and safety since the era of 2200 BCE when Hammurabi, the founder of the Babylonian Empire, proclaimed the “Code of Hammurabi.” This code called for construction of “firm houses” that would not collapse on their owners and for the imposition of severe penalties on constructors whose buildings collapsed. This Transdisciplinary Problem Solving course discusses issues in the US and within a global context of housing, healthy communities, sustainable design, environmental quality, and occupational health and safety. Working directly with the St. Louis community, students prepare a health impact assessment (HIA) for the new Brown School building project. **Semester:** Spring-annually. **Prerequisite:** Co-requisite for MPH Program Students is S55 MPH 5005 or permission of instructor. **Additional Info:** Community partners include: Washington University, Habitat for Humanity. Note- partners change each year.

**Urban Development Seminar**  
_Barbara Levin & Charles Brown, S60 SWCD 5077_

This seminar is taught jointly by WUSTL & SLU. Interdisciplinary teams respond to RFPs for community development projects focusing on the legal policy, social and architectural issues affecting in St. Louis. **Semester:** Fall-annually. **Prerequisite:** 400 level and above. **Additional Info:** Same course as A46 ARCH 564A. Fulfills Urban Issues elective for Masters in Architecture degree. 3 credit course.
Business Planning for New Enterprises (The Hatchery)
*Clifford Holekamp, B53 MGT 424/ B63 MGT 524*
Student teams pursue their own business idea or support community or fellow student entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Community entrepreneurs and scientific researchers may pitch an idea to be considered for student selection. Most work is done outside class with the support of executive coaches, mentors, advisors, and the instructor. Classes are held weekly for the first half of the semester, with required rehearsals in the second half. Students present to a panel of judges including venture capitalists, angel investors, entrepreneurs and others involved with early stage ventures. **Semester:** Fall, spring. **Prerequisite:** Introduction to Entrepreneurship (MGT 421 or MGT 521), Social Entrepreneurship (MGT 500T or S5 SWSA 5060) or permission of the instructor. **Additional Info:** This course is the same as B63 MGT 524.

CEL Entrepreneurial Consulting Team (CELect)
*Clifford Holekamp, B63 MGT 550x*
Several organizations in and around the St. Louis area actively engaged in the business of aiding the growth and development of start-up businesses in our region. These organizations are intended to act as a catalyst for the emergence of a thriving and robust entrepreneurial community that creates successful ventures - especially in the area of technology. The CELect project is an experiential learning program that connects the skills, experience, and energy of students with the needs of partner nominated start-up ventures. Students work in a consultative capacity with the start-up companies to achieve positive and productive outcomes. The structure of this program is unique and variable. The needs of our affiliated partners in this course/project, primarily technology based start-up ventures, do not fit neatly into the structure followed by Olin's other experiential learning programs such as the Practicum. Start-up ventures need student consultants to be available on an "as needed" basis, not a set and predetermined schedule. This includes the possibility of variable start date and end dates, engagements that might start and stop several times, variable hours per week, etc. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** Same course as W74 LAW 675C. 3 credit course.

Management Communication
*Linda Buhr, MGT 201*
In this course, student teams from each course section analyze, evaluate, and offer recommendations regarding a real life communication issue for a client in the St. Louis region. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:** This is a required course for sophomore business students.

Olin Board Fellows Program
*Ron King, B63 MGT 550R*
As future business leaders, Olin MBAs have the unique opportunity to impact their communities as board members for nonprofit organizations. The Board Fellows Program offers a high-impact way for students to serve their communities while gaining the valuable experience coupling their business acumen to the mission of a nonprofit organization. As Board Fellows, students develop skills for effective and thoughtful community leadership and gain business and communication skills as they relate to: addressing nonprofit sector issues, collaborating with other board members, and spearheading a project relevant to the board’s current initiatives. This is an offering of the Center for Experiential Learning. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:** The course is one year in duration, beginning in Spring B of one year and concluding in the spring semester of the subsequent year. Interested students go through an application process for this program. Students accepted into the program register for the three credits only in spring of the second year of the program. No registration is required in spring of the first year. In the fall semester, students are registered for a non-credit bearing version of the course. 3 credit course.
Taylor Community Consulting Project
Mark Soczek, B63 MGT 520
This course is designed to provide business assistance and expertise to St. Louis area non-profit agencies. **Semester:** Fall, spring, summer. **Prerequisite:** Open to MBA students, upper level BSBA students, and MSW students. **Additional Info:** Applications available in the Center for Experiential Learning, Simon 100. 1.5 credit course.

Sam Fox School of Design & Visual Arts

Architecture Service Learning Program (Alberti Program)
Gay Lorberbaum, A46 ARCH 488
In the Alberti Program: Architecture for Young People, 4th-9th grade students from St. Louis Public Schools work with WUSTL students to learn about architecture and complete hands-on 2D and 3D problem solving projects. **Semester:** Fall; Spring. **Prerequisite:** None. **Additional Info:** Open to all students. 1 or 2 credit course.

Community Arts and Social Practice: An Introduction
Susan Colangelo & Gina Martinez, ART 5080
Community Arts & Social Practice: An Introduction draws from intersections of social work, arts, architecture and design, exploring how values, language and approaches are informed and success is measured and evaluated. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** Open to MFA and MSW students. 3 credit course.

Community Building, Building Community
Bob Hansman, X10 XCORE 307
The Community Building, Building Community course takes students into the neighborhoods of St. Louis to begin to understand complex relationships between the built environment and the social environment, both historically and in the present day. **Semester:** Fall. **Prerequisite:** None. **Additional Info:** Open to all students. 3 credit course.

Community Development and American Cities
Hank Webber, ARCH 5079
The goal of this course is to introduce and analyze interventions that improve the quality of life of Americans by improving their neighborhoods, and that strengthen neighborhoods as essential components of competitive regional economies. Students work on a community-based project related to this theme. **Semester:** Fall. **Prerequisite:** None. **Additional Info:** Open to MSW, MUD, and March students.

Community Dynamics
TBD, A46 ARCH 241
This course builds on the investigations of Arch 121, Community Building, Building Community, and concentrates on the connections among place-based economic, political, and social dynamics. The class immerses itself in the urban laboratory of St. Louis while relating local issues to broader trends. The course is part of a multi-year inquiry into the potential of design to improve the reality and perception of public safety through targeted projects. Students will assemble relevant research on applicable design techniques, brief project partners to define focus areas, and assess the applicability of design strategies to specific focus areas. **Semester:** TBD. **Prerequisite:** None. **Additional Info:** Class is divided into a lecture/discussion session on Thursday and a lab section on Friday. The lab section is divided between independent research and bi-monthly facilitated meetings with city representatives. 3 credit course.
**Contemporary Practices of Sustainable Urbanism**  
*John Hoal, A49 MUD 657*

This seminar investigates contemporary practices of sustainable urbanism exemplifying a concern for locality, place, culture, community and authenticity. Different methodological approaches to urban sustainability are investigated, including LEED ND, ZED Cities, Regenerative Urbanism, The Natural Step, Eco-Urbanity, Resilient and Smart Cities. The research project focuses on the Delmar Loop/Parkview Gardens neighborhood, which was recently awarded a HUD/DOT Sustainable Communities Grant with the intent that the students develop a sustainable urban design plan and code for the area. This course is augmented with presentations by local practitioners of sustainability plans and includes an optional site visit to Portland, OR and/or Vancouver, Canada to fully investigate and understand the respective city’s implementation of sustainable urbanism.  
**Semester:** Spring. **Prerequisite:** Undergraduate enrollment is allowed by arrangement with the instructor.  
**Additional Info:** Fulfills MUD Track elective requirement. 3 credit course.

**Developing Sustainable Urban Communities**  
*Hank Webber, Molly Metzger, Stephen Mueller, A46 ARCH 5078/A49 MUD 5078*

This project-based graduate course engages interdisciplinary groups of students in contributing solutions to substantively and politically challenging urban redevelopment projects in St. Louis. Students work in small teams to cultivate their projects over the course of the semester through research, dialogue with a team of interdisciplinary faculty, examination of relevant case studies, and engagement with "client" organizations in the community. The goal of these projects is to contribute to the process of building high quality, mixed income, vibrant and sustainable communities in St. Louis.  
**Semester:** Spring. **Prerequisite:** Preference is given to graduate architecture and social work students; other graduate students will be admitted by permission of the instructors. This course is by pre-registration only. Complete application on Inside Brown during pre-registration days April 2-10. Course requires previous coursework in community development or urban design demonstrated by completion of S60-5079, Community Development & American Cities, or equivalent.  
**Additional Info:** Same course as S60 SWCD 5078.

**Digital Filmmaking: City Stories**  
*Monika Weiss, XCORE 344*

Digital Filmmaking: City Stories is a new course that brings together interdisciplinary students interested in making short experimental films to encapsulate diverse forms of communication, civic engagement and advocacy for social change.  
**Semester:** Spring. **Prerequisite:** None.  
**Additional Info:** Open to all students.  
[http://samfoxcitystories.org](http://samfoxcitystories.org)

**Explore & Contribute: Collaboration between Washington University & Henry Elementary School**  
*Gay Lorberbaum, A46 ARCH 490A*

The Explore & Contribute course offers interdisciplinary service learning. WUSTL students work with course instructors and a community partner to design and teach hands-on problem solving projects for students at the Henry Elementary School.  
**Semester:** Spring. **Prerequisite:** Please consult with the instructor.  
**Additional Info:** 3 credit course.

**For Purpose: Art & Design as an Ethnic-based Model of Entrepreneurship**  
*Albert Mitchell, A46 ARCH 404D*

In For Purpose, students are matched with technology entrepreneurs and given the opportunity to apply design skills to specific challenges facing the start-up organizations. These challenges may include graphic design and branding, product design, package design, as well as conceptual strategic thinking and problem solving.  
**Semester:** Spring. **Prerequisite:** None.  
**Additional Info:** Open to undergraduate seniors and graduate students. Potential community partner: T-REX Leadership Management Team (The Partnership for Downtown, Downtown Community Improvement District, Regional Chamber & Growth Association, and St. Louis Development Corporation).
From the Bottom Up: A Grassroots Approach to Healthy Communities & Neighborhoods  
*Janet Baum, A46 ARCH 568D*

This course examines the “built environment” as it relates to health and environmental outcomes. Students work on a community-based project related to this theme. **Semester:** Fall. **Prerequisite:** None.  
**Additional information:** Open to graduate students only.

Furnish It, with Pieces  
*Pablo Moyano, ARCH 435E*

The ultimate goal of this course is to design, fabricate and install a set of repeatable units to equip a vacant urban lot in order to offer opportunities for social interaction. The seminar focuses on the in-depth understanding and development of ideas based on the technical, experiential and aesthetic exploration of one material: concrete, into one specific application: urban furniture. Sustainable principles such as the use of recycled materials as an aggregate in the concrete mix will be an important consideration. **Semester:** TBD. **Prerequisite:** None.  
**Additional Info:** 3 credit course.

NOMA National Design Competition  
*Charles Brown, ARCH 486A*

This course allows students to work collaboratively in response to a challenge presented for a major metropolitan city in the US. Students visit the site, understand the community, conduct research, & develop a design submission for the competition. **Semester:** Spring; Summer. **Prerequisite:** None.  
**Additional Info:** Open to all students.

Of Donks and Dyads II: The Quadrangle Experiment  
*Don Koster, ARCH 5-600*

In the Quadrangle Green Rehab Experiment Design Studio Course, students develop an experimental framework for testing sustainable redevelopment strategies in University-owned apartment buildings located in the Parkview Gardens neighborhood. **Semester:** Spring. **Prerequisite:** Fulfillment of ARCH 419.  
**Additional Info:** Open to Graduate Architecture & Construction Management students.

Reconsidering the Margins: Pagedale  
*Albie Mitchell, ARCH 563D*

The Reconsidering the Margins course builds on relationships in Pagedale with the city and Beyond Housing. In 2014, students developed a pedestrian-focused way-finding campaign aligning with a Great Streets Grant and planned development. **Semester:** Fall. **Prerequisite:** None.  
**Additional Info:** Open to graduate students in architecture, art & social work.

Service Learning Course: Environmental Issues  
*Gay Lorberbaum, A46 ARCH 350*

The Environmental Issues course offers interdisciplinary service learning. WUSTL students learn about, design, & teach workshops on 2-D & 3-D hands-on problem-solving around environmental issues for students at Compton-Drew Middle School. **Semester:** Fall. **Prerequisite:** None.  
**Additional Info:** This course is for Arts & Sciences students of differing majors and minors, business, social work, architecture and art students, and engineering students from all engineering departments. 3 credit course.
Sustainability Exchange: Community & University Practicums
Pratim Biswas & Bruce Lindsey, I-405/L82-405
In the Sustainability Exchange, interdisciplinary teams tackle real-world energy, environmental, and sustainability problems identified by the course clients/partners. Students participate in projects with clients and partners on or off campus, developed with and guided by faculty advisors drawn from across the University, with the intention of delivering an applicable end-product that explores problems requiring innovative methods and solutions. The team-based project will be complimented by a seminar that will explore the field of design and design thinking. Semester: Spring. Prerequisite: Junior or senior standing. Additional information: Project based class.

University City Sculpture Series
Noah Kirby, ART X85A, ARCH X96A
Through the University City Sculpture Series, WUSTL students work with municipal partners to get approval for and execute public sculpture in University City. Participants gain valuable experience proposing works of public art for temporary installation. Semester: Spring. Prerequisite: Consent of instructor (X85A). Selection by University City’s Arts & Letter committee (X96A). Additional Info: Open to BFA students with junior level standing and others, including minors, with consent of instructor.

Urban Development Seminar
Charles Brown & Barbara Levin, A46 ARCH 564A
This seminar is taught jointly by WUSTL & SLU. Interdisciplinary teams respond to RFPs for community development projects focusing on the legal policy, social and architectural issues affecting in St. Louis. Semester: Fall-annually. Prerequisite: 400 level and above. Additional Info: Same course as S60 SWCD 5077. Fulfills Urban Issues elective for Masters in Architecture degree. Open to MArch; MLA; MUD; MSW students. 3 credit course.

School of Engineering & Applied Sciences

CEL Entrepreneurial Consulting Team (CELect)
Clifford Holekamp, B63 MGT 550x
Several organizations in and around the St. Louis area actively engaged in the business of aiding the growth and development of start-up businesses in our region, especially in the area of technology. The CELect project is an experiential learning program that connects the skills, experience, and energy of students with the needs of partner nominated start-up ventures. Students work in a consultative capacity with the start-up companies to achieve positive and productive outcomes. The structure of this program is unique and variable. Start-up ventures need student consultants to be available on an "as needed" basis, not a set and predetermined schedule. This includes the possibility of variable start date and end dates, engagements that might start and stop several times, variable hours per week, etc. Semester: Spring. Prerequisite: None. Additional Info: Same course as W74 LAW 675C. 3 credit course.

Interdisciplinary Environmental Clinic
Maxine Lipeles & Beth Martin, E63 CHE 542
Interdisciplinary Environmental Clinic (IEC) students represent non-profit groups, communities and individuals who can not afford the legal representation and scientific expertise required to pursue legal action to protect the environment and community health. Semester: Fall, spring. Prerequisite: The clinic is open to graduate and upper-level undergraduates with coursework and/or experience in environmental engineering, environmental science, or related fields. Additional Info: Students from other schools need permission of instructor. Enrollment is a two-step process including the submission of a Request for Permission to Enroll form (found at http://law.wustl.edu/Intenv/index.asp?id=429) and online registration. Course credit varies.

Community-Based Teaching and Learning Course Listings 2014-2015
Technical Writing and Service Learning  
*Sandra Matteucci, E60 ENGR 310*

Course content and assignments provide students an opportunity to apply learned techniques to address documentation challenges in non-profit organizations. Technical coursework covers: analysis and discussion of clear sentence and paragraph structure and of organization in complete technical documents, guidelines for effective layout and graphics, and exercises stressing audience analysis, graphic aids, editing, and readability. Students enrolled in course choose whether they want to complete service learning aspect. **Semester:** Fall, spring.  
**Prerequisite:** Satisfaction of the English composition proficiency requirement of the school and junior standing.  
**Additional Info:** Fulfills technical writing requirement. 3 credit course.

**School of Law**

**Appellate Clinic**  
*Bruce LaPierre, W74 LAW 800A*  
The Appellate Clinic represents pro se litigants in cases heard on appeal in the U.S. Court of Appeals for the Eighth Circuit. After the court assigns cases, students handle all aspects of the appeal, including motions, filings, and briefs. **Semester:** Fall, spring.  
**Prerequisite:** None.  
**Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

**CEL Entrepreneurial Consulting Team (CELect)**  
*Clifford Holekamp, W74 LAW 675C*  
Several organizations in and around the St. Louis area actively engaged in the business of aiding the growth and development of start-up businesses in our region. These organizations are intended to act as a catalyst for the emergence of a thriving and robust entrepreneurial community that creates successful ventures - especially in the area of technology. The CELect project is an experiential learning program that connects the skills, experience, and energy of students with the needs of partner nominated start-up ventures. Students work in a consultative capacity with the start-up companies to achieve positive and productive outcomes. The structure of this program is unique and variable. The needs of our affiliated partners in this course/project, primarily technology based start-up ventures, do not fit neatly into the structure followed by Olin’s other experiential learning programs such as the Practicum. Start-up ventures need student consultants to be available on an "as needed" basis, not a set and predetermined schedule. This includes the possibility of variable start date and end dates, engagements that might start and stop several times, variable hours per week, etc. **Semester:** Spring.  
**Prerequisite:** None.  
**Additional Info:** Same course as B63 MGT 550x. 3 credit course.

**Children & Family Advocacy Clinic**  
*Annette Appell, W74 LAW 797J*  
Children and Family Advocacy Clinic, student attorneys represent children, teens, and parents in a variety of legal proceedings affecting individual and family liberty rights and interests. **Semester:** Fall, spring.  
**Prerequisite:** None.  
**Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

**Civil Rights, Community Justice and Mediation Clinic**  
*Karen Tokarz, W74 LAW 769E*  
The Civil Rights, Community Justice & Mediation Clinic includes a seminar and internship in which law students collaborate with local agencies to provide free legal counsel, client advocacy, and dispute resolution. **Semester:** Fall, spring.  
**Prerequisite:** Contact instructor.  
**Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

**Congressional and Administrative Law Externship**  
*Susan Kaplan & Tomea Mersmann, W74 LAW 786C*  
The Congressional and Administrative Law Externship is an interdisciplinary clinic with full-time externship offerings on Capitol Hill, Federal Agencies, and Non-Governmental Organizations (NGOs). **Semester:** Fall, spring.  
**Prerequisite:** None.  
**Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)
Corporate Judicial Externship
*Hillary Sale*, W74 LAW 668A
Students enrolled in the Corporate Judicial Field Placement work in the office of Justice Randy Holland of the Delaware Supreme Court. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:**
https://law.wustl.edu/clinicaled/

Criminal Justice Clinic
*Peter Joy & Kathryn Pierce*, W74 LAW 790D
Criminal Justice Clinic law students work with faculty and public defenders to provide criminal defense practice for indigent defendants. They investigate crime scenes, interview witnesses, consult experts, conduct preliminary hearings and take depositions. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:**
https://law.wustl.edu/clinicaled/

Entrepreneurship and Intellectual Property Clinic
*David Deal & Geetha Rao Sant*, W74 LAW 711C
The Intellectual Property & Nonprofit Organizations Clinic presents law students with unique opportunities to address transactional matters and provide advice to clients on a full spectrum of intellectual property and nonprofit law issues. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:**
http://law.wustl.edu/clinicaled/pages.aspx?id=6835

Government Lawyering Externship
*Katherine Goldwasser*, W74 LAW 692D
Through the Government Lawyering Externship, students work with attorneys in the Criminal and Civil Divisions of the United States Attorney’s Offices for both the Eastern District of Missouri and the Southern District of Illinois. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:**
https://law.wustl.edu/clinicaled/

Interdisciplinary Environmental Clinic
*Maxine Lipeles & Beth Martin*, W74 LAW 704B
Interdisciplinary Environmental Clinic (IEC) students represent non-profit groups, communities and individuals who can not afford the legal representation and scientific expertise required to pursue legal action to protect the environment and community health. **Semester:** Fall, spring. **Prerequisite:** The clinic is open to graduate and upper-level undergraduates with coursework and/or experience in environmental engineering, environmental science, or related fields. **Additional Info:** Students from other schools need permission of instructor. Enrollment is a two-step process including the submission of a Request for Permission to Enroll form (found at http://law.wustl.edu/intenv/index.asp?id=429) and online registration. Course credit varies.

International Summer and Semester Public Interest Externship
*Leila Sadat & Karen Tokarz*, W74 LAW 667A
Law students work in other countries through various legal offices, governmental departments, and nongovernmental organizations in Africa, Asia, and Europe. **Semester:** Fall, spring, summer. **Prerequisite:** None. **Additional Info:** Recent student externships and internships include those with the Legal Aid Board and the Lawyers for Human Rights in Durban, South Africa; the Federation of Women Lawyers Legal Aid Society and Legal Resources Center in Accra, Ghana; United Nations International Criminal Tribunal for Rwanda in Tanzania; Special Tribunal for Lebanon and International Criminal Tribunal for the Former Yugoslavia in The Hague; Fiscalía del Medio Ambiente - FIMA, Chile; Transparency International, Panama; Zhicheng Public Interest Law (formerly Beijing Legal Aid/Migrant Workers) and Beijing Arbitration Commission, China; and International Justice Mission, India. **Additional Info:**
http://law.wustl.edu/clinicaled/pages.aspx?id=6899
Judicial Externship
Charles Bobinette, W74 LAW 654
Judicial Clerkship students work as part-time law clerks under supervision of local, state, and federal trial and appellate judges in MO and IL. Students draft legal memoranda for cases and observe hearings, trials, and other court proceedings. **Semester:** Fall, spring, summer. **Prerequisite:** A course from the ethics curriculum. **Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

Juvenile Law and Justice Clinic
Mae Quinn, W74 LAW 797H
Juvenile Law and Justice Clinic student attorneys provide representation to indigent young people in the St. Louis area, acting as lead counsel on juvenile delinquency matters. **Semester:** Fall, spring, summer. **Prerequisite:** Evidence, ethics and trial advocacy are preferred pre/co-requisites (or permission of instructor). **Additional Info:** Please see our website and publications here: [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

Lawyering Practice Externship
Mary Perry, W74 LAW 798A
Lawyering Practice Externship students learn advocacy and litigation skills working under the supervision of field supervisors in government law offices or legal departments of tax-exempt charitable organizations. **Semester:** Fall, spring, summer. **Prerequisite:** None. **Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

Marshall-Brennan Project
Carrie Burns, Program
The WUSTL Marshall-Brennan Project is a Constitutional Law course for high school students taught by WUSTL law students. It aims to teach students their rights under the Constitution and how to use their knowledge to become effective democratic citizens. **Semester:** Fall, spring. **Prerequisite:** None. **Additional Info:** Community partners include: the Northwest Academy of Law, a St. Louis public high school in North City and the Marshall-Brennan Project National Chapter. *Note- Law students only.*

New York City Regulatory & Business Externship
Robert Kuehn, W74 LAW 668C
The New York City Regulatory and Business Externship places law students in a semester-long clinical experience in New York City. Students have the opportunity to learn first-hand about the practice of business associations and regulation. **Semester:** Fall, spring. **Prerequisite:** Successful completion of all first year courses and Corporations. This externship must be taken in conjunction with a 3-unit companion law school course, Organizational Integrity Legal and Ethical Problems in Business” (however, the companion course does not satisfy the J.D. ethics requirement). **Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

Patent Law Externship
David Deal, W74 LAW 668B
Through the Patent Law Externship students have the opportunity to gain experiential training and learning in the complex field of patent law. Students are placed for a semester at a law firm in Virginia. **Semester:** Fall, spring. **Prerequisite:** Students need to be eligible to sit for the US Patent and Trademark Office (USPTO) bar exam and be selected by the firm after application and interview. **Additional Info:** [https://law.wustl.edu/clinicaled/](https://law.wustl.edu/clinicaled/)

Race Public Education & The Law Seminar
Kimberly Norwood, W76 LAW 759S
Race Public Education & The Law Seminar students attend lectures and research on issues at the intersection of race and public education in the United States. They supervise high school students in a mock trial with real judges. **Semester:** Fall, spring. **Prerequisite:** Contact instructor. **Additional Info:** Community partners include St. Louis City Courts.
Community-Based Teaching and Learning Course Listings 2014-2015

Semester-In-Practice
Mary Perry, W74 LAW 668D
The Semester-in-Practice Externship allows second and third year law students to gain hands-on professional experience working anywhere outside the St. Louis area. Students earn academic credit by spending a semester working full time for a nonprofit, government, or in-house corporate law office in the location of their choice. Semester: Fall, spring. Prerequisite: Completion of all first-year courses and a course from the ethics curriculum. Additional Info: http://law.wustl.edu/clinicaled/pages.aspx?id=9658

Supervised Practicum (Northwestern Academy of Law High School)
Katherine Goldwasser, W74 LAW 662G
Interested students should read the information provided on the Clinical Education Program website at http://law.wustl.edu/clinicaled/pages.aspx?id=8204 Semester: Spring. Prerequisite: None. Additional Info: Credits from this course count toward the 19 maximum credits a J.D. student can take in non-law classes + law classes without a classroom component or clinics/externships without direct supervision of the clinical work by a law school faculty member.

School of Medicine

Applied Clinical Research II: Disability
Susan Stark, M01 OT 573D
This is the second of a three part course sequence. Students are trained in specific research methodologies, gain skills in the use of standardized measurement tools, conduct behavioral analysis, and enter data in an established database. The data is collected in clinical or community settings. Students are mentored in the research process. Students review the literature related to their research question, and articulate the methodology they will use in their research design. Students may choose from productive aging, pediatrics, work and industry, or participation concentrations. Semester: Fall, spring. Prerequisite: None. Additional Info: None.

Clinical Experience I, II, III, IV
Tammy Burlis, M02 PHYS THER 691, 692, 693, 694
This is an eight-week, full-time clinical experience supervised by clinical faculty that allows the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Additional emphasis emphasizes development of professional behaviors. Semester: Fall, spring, summer. Prerequisite: None. Additional Info: None

Clinical Practicum
Various Instructors, Program
This opportunity allows PP DPT (post-professional doctor of physical therapy) students to pursue a topic of special clinical interest under the supervision and guidance of a faculty member. Students may register for 1-6 credits of clinical practicum in a semester. A maximum of 6 units of clinical practicum may be credited toward the DPT degree. Each unit of credit for clinical practicum should reflect approximately 45 hours of work performed by the student. Semester: Fall, spring, summer. Prerequisite: Contact Department of Physical Therapy. Additional Info: None.
Environmental Factors Facilitating Performance & Participation I  
*Jessica Dashner, M01 OT 5163*

This course provides an in-depth understanding of the psychological, social, political, physical, and cultural elements of the environment that influence public health, participation, well-being and quality of life. Disability, as the consequence of environmental barriers, and the relationship between the person and environments as both change across the life span, are discussed. Disability prevention is highlighted. Assessment and intervention strategies that maximize participation in daily activities and prevent disabilities are examined in home, school, workplace, and other community settings. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** None.

Health Promotion, Participation and Wellness for Persons with Chronic Disease  
*Christine Berg & Jessica Dashner, M01 OT 5380*

The impact of chronic disease on daily participation affects health-related quality of life and well-being. Students study health promotion and preventive individual and group models of service delivery for community-dwelling people. Using Healthy People 2020 topic areas, students explore theory-driven, evidence-based health education solutions for consumers with chronic conditions to strengthen their community participation. Students discover therapeutic interventions, empowering people to manage their conditions and connect with community resources for health promotion, prevention and wellness. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** None.

Pediatricians in Community  
*Sarah Garwood, Residency*

Pediatricians in Community is a 2 week required rotation for pediatric residents at St Louis Children's Hospital designed to expose the resident to the needs of the most vulnerable children. **Semester:** Fall, spring, summer. **Prerequisite:** None. **Additional Info:** None.

Professional Issues and Skill Development IV  
*Tammy Burlis, M02 PHYS THER 655*

The focus of this course is on professional skills students need to function in entry-level practice in a variety of settings. Students study licensure, and participate in lobbying and a mock House of Delegates. Skills in serving as an expert witness, a leader, a peer instructor and in clinical instruction are developed. Students are expected to participate in a service project and activities of the American Physical Therapy Association. Cultural and race issues are actively explored. **Semester:** Spring- annually. **Prerequisite:** Contact Department of Physical Therapy. **Additional Info:** None.

Promoting Population Health through Community Partnerships  
*Christine Berg & Peggy Neufeld, M01 OT 5285*

This course examines community health and education practices for communities, and populations. Practice models are explored for health promotion, facilitating occupational performance and wellness, and population health across the lifespan and in different settings. An occupation-based approach is used. Students are prepared with community practice skills, including needs assessment, negotiating community partnerships, program planning and evaluation. **Semester:** Spring. **Prerequisite:** None. **Additional Info:** None.

Students Teaching AIDS To Students (STATS)  
*Ericka Hayes, M04 W1 587D*

STATS is a selective course for first year medical students focusing on the history and impact of HIV infection and disease in the U.S. and abroad, including the impact on youth in the U.S. STATS is also a student organization for medical students in all years to teach a two-day HIV/AIDS awareness curriculum to students in the Parkway School District and at Wellness Day hosted by Washington University St. Louis. **Semester:** Fall (lectures and teaching sessions), spring (teaching sessions). **Prerequisite:** None. **Additional Info:** None.
About the Gephardt Institute for Public Service

Promoting lifelong civic engagement and sustained community impact through service initiatives at Washington University in five key areas:

Nexus for Civic Engagement and Service
- Cultivate community partnerships
- Inventory WUSTL service and community engagement
- Celebrate civic engagement through awards and special events
- Promote service opportunities with database and E-newsletter

Community-Based Teaching and Learning
- Orient faculty to the St. Louis community
- Fund courses that include collaboration with community partners
- Train faculty on community-engaged teaching
- Assess student learning and community outcomes

Global Service and Cross-Cultural Learning
- Provide and support service learning opportunities abroad with Overseas Programs
- Conduct orientations for service-learning abroad
- Advise international service trips and projects

Student Impact and Leadership through Co-Curricular Service
- Coordinate signature programs through the Community Service Office such as Social Change Grants, Blood Drives, and PB&J Food Drive
- Partner with area schools through Service First, Each One Teach One, and K-12 Connections
- Advise student service groups and provide leadership training

Civic Life and Public Service Careers
- Provide voter registration and education
- Teach civic skills with the Turning Your Passion into Policy class
- Develop leaders through the Civic Scholars Program, a two-year curriculum and scholarship
- Award stipends for non-profit and political action internships and fellowships
Contact Information

Gephardt Institute Office Location:
Danforth University Center, Room 340
Danforth Campus, Washington University in St. Louis

Mailing Address:
Gephardt Institute for Public Service
Washington University in St. Louis
Campus Box 1019
One Brookings Drive
St. Louis, MO 63130-4899

Telephone: 314-935-9104
Fax: 314-935-7141
E-mail: gephardtinstitute@wustl.edu
Website: www.gephardtinstitute.wustl.edu