

# Peabody College

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# Education and Human Development at Vanderbilt

**P**EABODY College traces its lineage to Davidson Academy, organized in 1785. Its emergence in 1875 as a college dedicated to the training of teachers and its relocation to a new campus in 1914 were made possible largely through the beneficence of George Peabody, America's great educational philanthropist. Peabody College, recognized for more than a century as one of the nation's foremost independent colleges of teacher education, was merged with Vanderbilt University in the summer of 1979.

Peabody offers undergraduate programs for the preparation of early childhood, elementary, and secondary school teachers and teachers in the field of special education. The undergraduate major in human and organizational development prepares students for a variety of careers in business, human service organizations, government agencies, or non-profit organizations, as well as graduate or professional programs in business, counseling, divinity, education, health promotion, law, or medicine. The undergraduate major in child development is designed for students who wish to study children (infancy through adolescence) and the major family, cultural, peer, school, and neighborhood contexts in which they live. The major provides a strong undergraduate background in the social and behavioral sciences and constitutes excellent preparation for graduate or professional study in such fields as psychology, medicine, nursing, and education. The undergraduate major in cognitive studies provides the opportunity for a unique study of the process of learning, thinking, and decision making. In addition, the college has extensive offerings at the post-baccalaureate level in many areas of education, educational administration, counseling, psychology, human development, and special education.

Education and human development students, as part of the University community, are in daily contact with students in other fields, increasing the opportunity for mutual exchange and study. The combination of strong professional preparation and liberal arts education serves to maintain the Peabody tradition of quality education graduates, who serve in elementary and secondary schools, colleges and universities, and state departments of education across the nation and beyond.

Today about 1,500 students are enrolled at Peabody, with more than one-third of them in post-baccalaureate professional degree programs preparing for careers as classroom teachers and professionals in other areas related to education and human development.

All teacher education programs are approved by the National Council for the Accreditation of Teacher Education (NCATE).

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## Facilities

### **John F. Kennedy Center for Research on Human Development**

The Kennedy Center is one of fourteen national centers for research on mental retardation and related aspects of human development. The primary mission is to conduct collaborative research, training, and information dissemination on behavioral, intellectual, and brain development. The Center's aims are to understand human development better, to prevent and solve developmental problems, and to enable persons with developmental disabilities to lead better lives.

Scientific inquiry is organized into five institutes that correspond to functional research groups of investigators whose members interact regularly, sharing theoretical orientations and methodologies, but vary widely in their academic backgrounds. These five institutes are the Institute for Developmental Neuroscience; the Institute on Development and Psychopathology; the Institute on Biobehavioral Development and Genetics; the Institute on Prevention, Early Intervention, and Families; and the Institute on Education and Learning. A Kennedy Center component that is especially relevant to students' academic and professional training is the Susan Gray School for Children, a large early intervention program for young children whose future development is at risk because of disabilities or a history of child abuse or neglect.

Kennedy Center investigators use their scientific tools to engage socially important questions of immediate and long-term concern. Among the Kennedy Center's highest priorities are preventing youth violence, preventing and treating substance abuse and other mental health problems, educational restructuring, preventing and overcoming consequences of prenatal insults; and maximizing the potential of people with developmental disabilities. Kennedy Center scientists attempt to develop ways to prevent mental retardation and related developmental problems, e.g., through genetic and neuroscience research, or to intervene early in life to minimize unnecessarily adverse outcomes for children at risk for developmental disabilities, through early language intervention, social skills training, and cognitive interventions for violence-prone children. Other researchers intervene in public schools to improve educational outcomes for children at risk for school failure. Still others strive to maximize the potential of people born with developmental disabilities, through environmental design, intervention in educational, vocational, and other community settings, or through a combination of behavioral and pharmacological interventions. These themes recur across institutes.

The Kennedy Center provides extensive support services to enhance the research productivity of its investigators, all of whom are Vanderbilt faculty members. The Kennedy Center's mission requires participation of investigators from a variety of disciplines including psychology, special education, early childhood education, pediatrics, nursing, psychiatry, cell

biology, pathology, pharmacology, hearing and speech sciences, biology, biomedical engineering, and medical ethics. These investigators, approximately half of whom are Peabody faculty, have active programs of research that include opportunities for student involvement.

The Kennedy Center provides training experiences for graduate students who work in preceptorship relationships to faculty members in research, especially in the research training programs in mental retardation, special education, developmental psychopathology, and visual sciences. A student's role advances over time from that of research assistant to that of collaborator and finally to that of independent investigator, with continuing guidance from the major professor. Because of these relationships, trainees complete their graduate study with an unusually broad range of research experience.

### **Learning Technology Center**

The Learning Technology Center (LTC) is a research, development, and service organization that is focused on the effective uses of advanced technology for improving teaching and learning. The LTC brings together faculty and staff in the areas of cognitive psychology, education, computer science, and instructional design. The Center conducts research and designs instructional programs for learners across the ages from early childhood through adulthood. Content areas for projects include literacy, mathematics, science, and social studies. The LTC also works closely with practicing teachers to understand and to improve instructional methods for preservice teacher education. In addition, the LTC provides technical assistance and equipment to faculty, students, and staff, for instruction and research projects. The Center's activities are facilitated by special equipment and resources such as a video editing suite, multimedia development laboratories, and high-tech presentation rooms. For additional information on the LTC, look on the World Wide Web at <http://peabody.vanderbilt.edu/ltc/general/>. The Learning Technology Center is located in the Social Religious Building.

### **Center for Education Policy**

The Peabody Center for Education Policy at Vanderbilt University was established in fall 1994 to improve education by promoting policy, practices, and professional and public understanding of challenges facing education in the United States. The Peabody Center's interests span the continuum of public and private education, encompassing preschool, postsecondary, adult education, lifelong learning, and national research policy.

The Peabody Center's intellectual and policy agenda includes five domains:

Popular Commitment to Education in the United States. The Peabody Center undertakes sustained, comprehensive efforts to illuminate and understand public beliefs, attitudes, and opinions about education. The Peabody Center is strategically committed to knowledge of relevant public opinion and its policy consequences.

Education Reform and the Policy Process. The Peabody Center offers policy makers, practitioners, parents, and others additional resources with which to resolve issues associated with Goals 2000, national standards, state systemic initiatives, restructuring, technology integration, privatization, and other matters.

Transfer of Knowledge. Recognizing that better bridges between and among education and research disciplines are needed, the Peabody Center is engaged in efforts to integrate important education reform efforts. A key goal is widening dialogue among cognitive scientists, curriculum designers, instructional technology experts, and others responsible for preparing scholars and education practitioners.

Education, Race, and Diversity. The Peabody Center is engaged in a research agenda that will contribute to formulation of policies, priorities, and practices by which the nation might more effectively address problems associated with inclusion, community, social cohesion, intergroup relations, tolerance, and the valuation of diversity.

Public–Private Partnerships in Education. The Peabody Center recognizes the need to chronicle expansion of public–private partnerships, contracting out, and privatization. Investors, regulators, policy makers, and parents want to know the educational value of individual products and services, as well as the prospects for securities underlying these ventures. The Center addresses these and related issues.

The Peabody Center views its most influential policy constituencies as falling into five primary groups: families and communities, education professionals, policy makers, scholars, and foundations. The Center's services, broadly defined, include communications, analysis, and research.

### **Program Evaluation Laboratory**

The major functions of the Program Evaluation Laboratory are to provide consultation on the conceptualization, design, and implementation of program evaluation strategies; to assist in evaluation of behavioral/educational intervention programs; to develop and evaluate new approaches to program evaluation. Students gain valuable experience in program evaluation by participating in local, state, and national evaluation studies.



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# The Undergraduate Program

**P**EABODY College offers the Bachelor of Science degree with majors in early childhood education, elementary education, secondary education, special education, cognitive studies, child development, and human and organizational development. These undergraduate programs are designed to prepare students for professional careers in their chosen field. Programs for Peabody students include course work in a Liberal Education Core, a professional core, a major area of specialization, and electives. Peabody also provides professional education courses for College of Arts and Science students who want to prepare for teacher licensure.

The Bachelor of Science degree is granted on the basis of 120 semester hours of college work with a final grade point average of 2.000, and completion of the Liberal Education Core and the requirements of the major.

## Liberal Education Core Program

In pursuit of breadth of knowledge and understanding about the world in which they live, all undergraduates complete the requirements of the Liberal Education Core program. This Liberal Education Core component of all Peabody undergraduate majors is intended to provide students with a solid foundation in the arts and sciences. The core curriculum incorporates the study of human conditions that are universal. The Liberal Education Core involves study in the following areas:

*Communications.* The study of language in its written and spoken forms. The study of computer language.

*Mathematics.* The study of mathematical concepts and procedures.

*Social Sciences.* The study of the past—both the heritage of the United States and the more global human story. The study of growth and development of individuals.

*Humanities.* The study of the universal language of the arts.

*Natural/Health Sciences.* The study of scientific process and interrelationships among the sciences.

Through the study of these universal subjects, concepts, and modes of thought, students gain a broad foundation transferable to their futures. They will continue to grow within society and the classroom and will look at problems from different perspectives while maintaining curiosity.

Courses identified to fulfill the Liberal Education Core requirement for

each undergraduate major are listed in the current program descriptions that follow and in Peabody's *Undergraduate Handbook*.

Courses used to satisfy these core requirements may also be counted toward the fulfillment of requirements in an academic major. Special topics courses are ordinarily not acceptable for meeting Liberal Education Core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable for meeting Liberal Education Core requirements.

Transfer students may use credits from other colleges to fulfill Peabody's Liberal Education Core requirements if the credits are equivalent to the courses offered at Vanderbilt. The use of transfer courses to satisfy Liberal Education Core requirements must be approved by the Dean's office. For transfer students, credits are evaluated when the student enrolls at Peabody in order to determine which transfer courses will substitute for Peabody's Liberal Education Core requirements. Requirements still to be fulfilled will be noted at that time.

# Licensure for Teaching

**P**EABODY offers programs leading to teacher licensure in the following areas: *early childhood (grades PreK–3), elementary (grades K–8 with notation in grades K–4; or grades 1–8 with notation in grades 5–8), and secondary education (grades 7–12) with endorsement in English, math, French, Latin, Spanish, German, biology, chemistry, physics, earth/space science, history, economics, political science, psychology, and sociology.* Offered by the Department of Teaching and Learning.

*Special education–modified (LD, BD, EMR for grades K–12), comprehensive (multiple/severe disabilities for grades K–12), visual impairment (grades PreK–12), hearing impairment (grades PreK–12), or early childhood/preschool (grades PreK–1).* All five of these programs are offered by the Department of Special Education.

Students seeking licensure may enroll in Peabody College, the College of Arts and Science, Blair School of Music, or the School of Engineering. There is a special physics/computer technology endorsement available to Engineering Science students beginning in the fall of 1994. In all cases, most of the liberal arts course work is taken in the College of Arts and Science, and the professional education course work is taken at Peabody College.

All students completing the teacher education program at Vanderbilt are strongly advised to apply for a license in Tennessee whether or not they plan to teach in this state. In addition, licensure is available by reciprocity with most other states. The student is responsible for applying for licensure through the Office of Teacher Licensure located in the Social Religious Building. Each state has its own set of application forms and procedures for licensure; information is available in the Office of Teacher Licensure.

Licensure requirements continue to undergo revision. Students *must meet licensure requirements in effect at the time of their program completion*, which may be different from requirements in effect at the time they entered the program. Each year, teacher education students should consult the current *Vanderbilt Undergraduate Catalog* or the *Peabody Undergraduate Handbook* available in the Academic Affairs office in the Social Religious Building.

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## Admission to Teacher Education (Screening I)

All students preparing for teacher licensure must be admitted to a teacher education program through a Screening I process. Criteria for admission to teacher education are listed below.

### *Specific Criteria*

1. An interview of the candidate by the student's faculty adviser and an in-service classroom teacher
2. Passing scores on the Pre-Professional Skills Test or a minimum score of 1020 on the SAT or 22 on the ACT
3. A minimum cumulative grade point average of 2.500 on the 4.000 system
4. Successful completion (C- or better) of at least two of the required professional education courses
5. A minimum grade of C- in all professional education course
6. A minimum grade of C- in the writing and speech courses used to meet the communications requirement

### *General Criteria*

These criteria rest on the professional judgment of appropriate faculty members, who are polled at the time of the student's application for Screening I.

7. Endorsement by the appropriate faculty that the applicant has demonstrated that he or she possesses the academic qualifications expected of Vanderbilt teacher education candidates in areas in which teacher licensure is sought\*
8. Endorsement by the appropriate faculty that the applicant has demonstrated that he or she possesses the personal and character traits expected of Vanderbilt teacher education candidates in the areas in which teacher licensure is sought\*

\*Undergraduate students seeking secondary school licensure must be approved by the faculty in the Department of Teaching and Learning at Peabody and by the faculty of each College of Arts and Science department in which licensure endorsement is sought.

### *Procedure for Screening I (Admission to Teacher Education)*

Students apply for admission to a teacher education program (Screening I) through the Office of Teacher Licensure, Peabody College.

Applications should be submitted no later than the first semester of the junior year. Students who transfer more than 60 hours to Vanderbilt from another institution should apply for admission to teacher education during their second semester at Vanderbilt. Students should be aware of the criteria for admission to the teacher education program, as described in

the preceding section, and of the possible need to take the Pre-Professional Skills Test before the second semester of the sophomore year. All teacher education students in early childhood, elementary, and secondary education are required to declare an academic major in addition to the professional education course work/major. The academic major should be declared formally during the second semester of the sophomore year, at which time an adviser for that major would assist the student with criteria and procedures for completion of the academic major. Education students therefore have two advisers: one for the professional education major and one for the academic major. Students should consult with the director of undergraduate studies in the appropriate department.

Deadlines for submitting screening applications are 1 October and 1 February.

### **Program of Studies**

Upon admission to teacher education (passing Screening I), each student in consultation with the education adviser must prepare an acceptable program of studies that lists the courses leading to licensure and degree.

Once the program has been filed and approved, changes in the program may be made with approval of the student's faculty adviser and department chair. Students should submit a program of studies for approval during the semester in which they register for their 60th hour.

Program of studies forms are available from the staff in the department for the education or special education major.

### **Admission to Student Teaching (Screening II)**

Prospective student teachers must apply for admission to student teaching during the semester prior to the term in which they plan to student teach. Application materials are available from the Peabody Office of Teacher Licensure. Deadlines for submitting applications are 1 October for those who plan to student teach the next spring and 1 February for those who plan to student teach the next fall.

General criteria for admission to student teaching are:

1. Admission to a teacher education program (must have passed Screening I)
2. An approved program of studies for teacher licensure
3. Second-semester junior standing
4. Successful completion (C- or above) of all courses prerequisite to student teaching
5. A minimum cumulative grade point average of 2.500 on a 4.000 scale
6. Satisfactory performance in course work in areas in which teacher licensure is sought
7. Endorsement by the appropriate faculty that the applicant has demonstrated that he or she possesses the academic qualifications expected of

Vanderbilt teacher education candidates in areas in which teacher licensure is sought\*

8. Endorsement by the appropriate faculty that the applicant has demonstrated that he or she possesses the personal and character traits expected of Vanderbilt teacher education candidates in the areas in which teacher licensure is sought\*

\*Undergraduate students seeking secondary school licensure must be approved by the faculty in the Department of Teaching and Learning at Peabody and by the faculty of each College of Arts and Science department in which licensure endorsement is sought.

Applicants are assigned two specific student teaching placements in the Nashville area upon full admission to student teaching (completion of Screening II). Students may apply to the Department of Teaching and Learning for one student teaching placement in Cambridge, England.

### **Student Teaching**

Vanderbilt students seeking teacher licensure must successfully complete a 15-week fall or spring semester of full-time student teaching in two different grade levels in Nashville area public schools and must be recommended for licensure by the supervisors of student teaching. Prior to the start of student teaching, all prerequisite courses must have been completed, the cumulative GPA must be at least 2.5, and the appropriate departmental faculties must have voted to approve the candidate for student teaching during the previous semester as part of the Screening II application process. The Tennessee State Department of Education and Metropolitan Nashville Public Schools prohibit student teachers from taking courses during student teaching. See the *Undergraduate Handbook* provided by the Peabody Office of Undergraduate Academic Affairs for details.

### **Application for Teacher Licensure and University Recommendation for Licensure**

All students completing the teacher education program at Vanderbilt are strongly advised to apply for a license in Tennessee whether or not they plan to teach in this state. In addition, licensure is available by reciprocity with most other states. The student is responsible for applying for licensure through the Office of Teacher Licensure located in 410 Social Religious Building. Each state has its own set of application forms and procedures for licensure; information is available in the Office of Teacher Licensure.

To be licensed through Vanderbilt's teacher education program, a graduate must earn a positive licensure recommendation from the University. The University's decision to recommend a candidate is based upon the following:

1. Maintaining the grade point average required for admission to the teacher education program (2.500 on a 4.000 scale)
  2. Achieving the state minimum score on all required parts of the PRAXIS Series (copies of the NTE scores must be sent to the Vanderbilt Office of Teacher Licensure—code R 1871).\*
  3. Receiving a positive recommendation from the student's department as a result of the student teaching experience (*Pass* in student teaching does not guarantee a favorable recommendation)
- Vanderbilt is approved by the National Council for Accreditation of Teacher Education (NCATE).

\*Testing requirements are changing almost annually; check instructions in the Office of Academic Affairs before registering to take the exams.





# Academic Regulations



## Honor System

All academic work at Vanderbilt is done under the honor system. (See the Honor System section in Life at Vanderbilt.)

## Academic Advising

Each Peabody undergraduate is assigned an academic adviser who is familiar with his or her major. This adviser is generally a faculty member in the major department and is knowledgeable about the courses the student will need to complete his or her major. The adviser helps the student determine the courses that are most suitable for the chosen major and serves as a mentor to the student.

However, enrollment in appropriate courses to fulfill degree requirements and knowledge of University policies and regulations regarding courses are the responsibility of the individual student.

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## Class Attendance

Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute to the academic performance of all students by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences in each of their classes, and thereafter they report to the office of the Dean of the College the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases, the Dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class; students dropped after the deadline for withdrawal receive the grade *F*. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly.

## Course Load

During the fall and spring semesters, a student must take at least 12 hours of course work to qualify as a full-time undergraduate student. Students wishing to carry more than 18 hours must obtain the approval of

the Dean's office. All undergraduate students are assumed to be full-time students for the purpose of administering probation and retention policies. A student who for reasons of health, family, or outside employment wishes to enroll in Peabody as a part-time student must obtain permission from the Dean. The academic standing of such students will be considered on an individual basis.

### **Residence Requirement**

Students must complete a minimum of 60 hours in residence at Vanderbilt including the final two semesters. Former students whose Peabody or Vanderbilt undergraduate course work is more than five years old must complete a minimum of 30 hours of current Vanderbilt course work.

### **Credit by Examination**

In certain circumstances students may be awarded course credit by departmental examination. (This procedure is distinct from the award of credit through the College Board Advanced Placement Tests taken prior to a student's first enrollment at Vanderbilt or at another college.)

Students wishing to earn credit by departmental examination should consult the registrar concerning procedures. To be eligible, students must be carrying a minimum of 12 hours and be in good standing. Exceptions to these requirements may be granted on petition to the Peabody Undergraduate Administrative Committee.

Students will be given the grade Pass in courses for which credit is received by examination. These courses will not be used in determining grade point averages.

Students enrolled for at least 12 hours are not charged tuition for hours for which credit by examination is awarded, so long as the amount of credit falls within the allowable limits of an 18-hour tuition load, including no-credit courses and courses dropped after the change period. Students in this category must pay a fee for the cost of administering the examination. Full-time students with a tuition load exceeding 18 hours and students taking less than 12 hours pay tuition at the regular rate, with no additional fee.

### **Undergraduate Enrollment in 300- and 3000-level Courses**

All students wishing to take 300- and 3000-level courses for either undergraduate or graduate credit must obtain the written approval of their academic advisers, the instructor of the course, and the Office of Undergraduate Academic Affairs. Undergraduates wishing to receive approval for graduate credit in 300- and 3000-level courses also see below.

### Undergraduate Enrollment for Post-Baccalaureate Credit

A qualified Vanderbilt University senior undergraduate may enroll in courses approved for post-baccalaureate credit and receive credit which, upon the student's admission into a Peabody College professional program, may be applicable toward the professional degree. The principles governing this option are as follows:

1. Work taken under this option is limited to those 200- and 300-level courses approved for post-baccalaureate credit, excluding thesis and dissertation research courses and similar individual research and readings courses.

2. Such work must be in excess of that required for the bachelor's degree.

3. At the time of registration, the student must have a *B* average in all prior work to be counted toward the bachelor's degree, or a *B* average in all prior work to be counted toward the undergraduate major, or a *B* average in the preceding two semesters.

4. Undergraduate students wishing to count for post-baccalaureate credit courses taken under this option must consult the instructor of each course and must, at the time of registration, declare their intention on a form available at the Office of Undergraduate Academic Affairs.

5. The student's total course load (graduate plus undergraduate courses) must not exceed 15 hours during any semester in which graduate credit is pursued.

6. Permission for Vanderbilt undergraduates to enroll in post-baccalaureate courses does not constitute a commitment on the part of any department to accept the student in the future. Courses taken under this option are subject to departmental approval before they may be included on post-baccalaureate programs of study.

7. An undergraduate student exercising this option will be treated as a post-baccalaureate student with regard to class requirements and grading standards.

Interested students should consult the Office of Undergraduate Academic Affairs to verify their eligibility as defined above before attempting to register for post-baccalaureate course work under this option.

### Transfer Credit/Summer Courses Off Campus

Students who transfer from another institution must have a final transcript sent directly to the Undergraduate Admissions Office, Vanderbilt University. Upon acceptance, students will be asked to submit course descriptions and syllabi for all proposed transfer credit. The Peabody Office of Undergraduate Academic Affairs, in consultation with other appropriate academic units, will evaluate the course work to determine which credits will transfer and which requirements (e.g., Liberal Education Core, professional core) are met by the transfer courses. No course

for which a student received the grade *D+* or lower will transfer. Course work transferred to Vanderbilt from another institution will not carry with it a grade point average.

Transfer students must complete at least 60 hours of work at Vanderbilt. Two of the four semesters in residence must be the last two semesters of the student's degree program.

Peabody students who wish to take course work during the summer at another college and transfer the work to Vanderbilt must be in good standing with at least a *C* average. Prior approval from the Office of Undergraduate Academic Affairs must be granted for all courses to be taken elsewhere. Non-education students will not be permitted to take courses elsewhere to meet the basic 40-hour Liberal Education Core requirements. Course work transferred to Vanderbilt from another institution will not carry with it a grade point average.

Students who wish to participate in a non-Vanderbilt program in the United States, abroad, or at sea should apply for a leave of absence for the relevant semester. To qualify for such a leave, a student must be in good standing with at least a 2.700 grade point average as of the date of application. Students must obtain prior approval for the leave of absence and for the credits to be taken in the other program if the credits are to be transferred to Vanderbilt. Petitions for leaves of this type must be filed at least one month before the close of the preceding semester. The credit hours earned in other programs cannot be used by non-education students to satisfy Liberal Education Core requirements. Final approval of leaves of absence always rests with the Dean's office.

### **Credit for Officer Education Courses**

Peabody College awards elective credit for Naval Science 231 and 241 and for Military Science 151–152 and 113.

### **Declaration of Major**

Peabody students declare a major as part of the application process prior to admission. Changes in the major (if within Peabody) may be made after the first semester. Second majors must be declared no later than the second semester of the sophomore year. Also during the sophomore year, students majoring in Special Education and Human and Organizational Development will be required to declare their area of specialization or track.

### **Progress toward the Degree**

At the beginning of each registration period, Peabody students and their faculty advisers receive a computerized audit showing progress toward the fulfillment of Liberal Education Core and major requirements.

## Grading System

Peabody College undergraduate students are on a four-point grading system. All work is graded by letters, interpreted as follows:

- A: excellent
- B: good
- C: satisfactory
- D: minimum pass work
- F: failure

Under certain circumstances the following grades may be awarded:

- W: withdrawal
- P: pass (see Pass/D/Fail course provision)
- M: missed final examination
- I: incomplete in some requirement other than final examination
- MI: missed final examination with additional incomplete requirements

Plus and minus modifiers may be associated with the letters *A* through *D* as shown in the table below. Grade point averages are calculated using indicated grade point values.

### *Defined Grades with Corresponding Grade Points per Credit Hour*

A	= 4.0	C	= 2.0
A-	= 3.7	C-	= 1.7
B+	= 3.3	D+	= 1.3
B	= 3.0	D	= 1.0
B-	= 2.7	D-	= 0.7
C+	= 2.3	F	= 0.0

### *Grade Point Average*

A student's grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses taken for no credit, those from which the student has withdrawn, and those that are completed with the grade *P*.

### *Pass/D/Fail and Pass/No Credit Provisions*

Students may elect to take some courses in which they can receive the grade *P* (Pass). This grade is entered for a student enrolled under the *P/D/F* option who is awarded the grade *C-* or higher. The record of a student enrolled under this option who earns a *D+*, *D*, *D-*, or *F* will show the grade actually earned.

To be eligible for the *P/D/F* option, the student must have completed two regular semesters at Vanderbilt and must not be on academic probation. No more than one course per term may be taken on a *P/D/F* basis and no more than three total during the undergraduate career. No more

than one course from any Liberal Education Core area (e.g., communications, humanities) may be taken under this option.

The P/D/F option does not apply to courses in the following categories:

1. A Liberal Education Core course specifically designated for the major (e.g., Econ 100 for human and organizational development majors, or American history for education majors);

2. For students with a single or double major, courses in the department(s) of the major(s) or other courses that may be counted toward the major(s);

3. For students with an interdisciplinary major, courses listed in the student's plan of study;

4. For students planning an optional minor, courses in the department of the minor or those counting toward an interdisciplinary minor;

5. A course from a required professional core.

Students taking a course on a P/D/F basis must be enrolled for at least 12 hours on a regularly graded basis. If a student drops a course and falls below 12 graded hours, the P/D/F course is converted automatically to a regularly graded basis.

The grade *P* is not counted in the grade point average nor used in the determination of honors. The grade *D+*, *D*, *D-*, or *F* earned under the P/D/F option is included in the calculation of grade point average just as it would be when earned on a regularly graded basis.

All P/D/F students are expected to meet normal course requirements (e.g., reports, papers, examinations, laboratory attendance) and are graded in a normal way. At the end of the semester, students enrolled on a P/D/F basis are awarded a regular grade. Any grade of C- or above is converted in the Student Records System to a *P*, while other grades remain as awarded. A student taking a course on a P/D/F basis must meet the course prerequisites as set forth in this catalog.

Students register on a P/D/F basis through OASIS within the change period of registration during the first week of classes. After this, they may change from a P/D/F basis to a regularly graded basis—but not vice versa—until the end of the eighth week of classes. These deadlines are published in the calendar. When a student wishes to complete a major or a minor in a field in which the grade of *P* has been received, the registrar converts this grade to the regular grade originally earned.

Departments may designate that certain courses or competencies be reported on a Pass/No Credit basis. Hours passed in this status will count as hours earned but will not be included in the calculation of the student's grade point average. Grades of *No Credit* earn no hours of credit toward graduation and are not calculated in the grade point average.

### *Missed Final Examination*

The grade *M* (missed) will be given to a student who missed the final examination who is not known to have defaulted, but the grade *F* will be given to a student who could not have passed the course even with the final examination. The grade *M* must be authorized by the Dean, and it is the student's responsibility to obtain this authorization from the Peabody Office of Undergraduate Academic Affairs before the end of the examination period. The appropriate form requesting the grade *M* is available in the Peabody Registrar's Office. The grade for a student who misses a final examination and whose work is incomplete in other respects as well will be recorded as *MI*. The temporary grade *M* or *MI* is calculated as an *F* in the grade point average until it is replaced with the actual grade earned.

A student who secures authorization for an absence at the proper time is obliged to take a make-up examination during the first full week of the next semester, provided the student is in residence. It is the student's responsibility to contact the office of the Dean before the second day of classes to schedule the make-up.

### *Incomplete*

The grade *I* (incomplete) is used in cases in which the student is not able to complete all course work in the normal time. The awarding of the grade *I* is the prerogative of the instructor and is used when illness or other extenuating circumstances prevent the completion of the work. The student must request an extension for incomplete work, and this request must be approved by the Dean before the date final grades are due. The appropriate form with which to secure approval for the grade *I* is available in the Peabody Registrar's Office. The instructor will specify a date by which remaining work must be completed and if the work is not completed by this date, the *I* grade will be changed to the grade the student would have received without the missing work. The temporary grade *I* is calculated as an *F* in the grade point average until it is replaced with the permanent grade.

### *Withdrawal*

The symbol *W* (withdrawal) is assigned in lieu of a grade when a student formally withdraws from a class before the published mid-semester deadline. After that point, withdrawal will result in an *F*. A student who withdraws from school for reasons such as illness, unusual personal or family problems, and the like, may petition the Dean's office for an authorized administrative withdrawal. If approved, the student will receive the grade *W* for courses in progress. A student who withdraws from school without an authorized administrative withdrawal receives the grade *W* or *F* depending upon the date of withdrawal. The grade *W* is not included in the calculation of the grade point average.



**Dead Week**

Because Peabody classes integrate theory and practice, many courses include significant semester-long group and individual projects that culminate in papers, presentations, simulations, or other activities at the end of the semester. Therefore, while instructors are discouraged from scheduling quizzes, tests, or short-term assignments for the last week of the semester, Peabody does not have a “dead week” policy prohibiting assignments during the week before finals.

**Repeat Courses**

If a course is repeated, only the last grade and credit hours earned will be used to calculate the grade point average and be creditable toward graduation. However, the original grade will appear on the transcript. This policy also applies to Advanced Placement credit.

**Duplication of Course Content**

It is the responsibility of the individual student to avoid duplication in whole or in part of the content of any courses offered toward the degree. Such duplication may result in the withdrawal of credit. This policy also applies to Advanced Placement credit.

**Class Standing**

To qualify for sophomore standing, a freshman must earn at least 24 hours with a grade point average of at least 1.800. A freshman who fails to achieve sophomore standing at the end of two regular semesters is placed on probation and has one additional semester in which to qualify for sophomore standing. This additional semester must be the summer session at Vanderbilt. Normally, students who fail to qualify for sophomore standing in the third semester are dropped from the University.

A student qualifies for junior standing by earning 54 hours with a grade point average of at least 1.900. Students who fail to qualify for junior standing at the end of two semesters after qualifying for sophomore standing are placed on probation and must qualify in an additional semester. This third semester must be the summer session at Vanderbilt. Normally, students who do not qualify for junior standing in this additional semester will be dropped from the University.

A student qualifies for senior standing by earning 84 hours with a grade point average of at least 2.000. A student who fails to qualify for senior standing within two semesters of qualifying for junior standing will be placed on probation and must qualify in one additional semester. This additional semester must be the summer session at Vanderbilt. Normally, students who do not qualify for senior standing in this additional semester will be dropped from the University.

### **Alternate Track**

Occasionally students find that it will be necessary to reduce their normal load due to medical reasons, varsity athletics, or other circumstances. The result is that they will accomplish the bachelor of science degree in nine or ten semesters instead of eight. In such cases, the student may request Alternate Track status. After discussing this option with their parents and faculty adviser, students petition the Dean for permission. This normally takes place during the sophomore year. Additional information is available in the Office of Undergraduate Academic Affairs.

### **Progress Evaluation**

Students enrolled in Peabody College are expected to satisfy most Liberal Education Core requirements during the freshman and sophomore years. Although legitimate circumstances sometimes force the postponement of Liberal Education Core requirements, upper-level students are not expected to have a significant number of Liberal Education Core requirements outstanding. A student who, in the opinion of the faculty adviser, the department chair, or the Dean, is not making satisfactory progress toward meeting Liberal Education Core or other degree requirements may be reported to the Undergraduate Administrative Committee and is subject to being placed on academic probation by that committee. Students placed on academic probation for failure to make satisfactory progress toward a degree must remove the deficiency in the manner specified by the Administrative Committee.

### **Academic Probation and Dismissal**

After achieving sophomore standing the student may not be on academic probation for more than two semesters. A student whose academic record warrants a third semester of probation normally will be dropped from the University.

Students will be placed on academic probation if any of the following conditions apply:

#### *Freshmen*

1. The student's grade point average falls below 1.800. Probation is removed (assuming there is no other reason for the probation) when the student's grade point average is raised to 1.800 or above.
2. The student fails to earn at least 12 hours in the first regular semester as a freshman. Probation is removed when the student achieves sophomore standing.
3. The student fails to achieve sophomore standing in the required two semesters. Probation is removed when the student achieves sophomore standing.

### *Sophomores*

1. The student's grade point average falls below 1.800. Probation is removed (assuming there is no other reason for the probation) when the student's grade point average is raised to 1.800 or above, except that at the end of the second regular semester the student must qualify for junior standing.

2. The student fails to earn at least 12 hours in the first regular semester as a sophomore. Probation is removed when the student achieves junior standing.

3. The student is placed on probation by the Undergraduate Administrative Committee for failure to make satisfactory progress toward the degree. Probation is removed when the specified conditions are met.

4. The student fails to achieve junior standing in the required two semesters. Probation is removed when junior standing is achieved.

### *Juniors*

1. The student's grade point average falls below 1.900. Probation is removed (assuming there is no other reason for the probation) when the grade point average is raised to 1.900 or above, except that at the end of the second regular semester the student must qualify for senior standing.

2. The student fails to earn at least 12 hours in the first regular semester as a junior. Probation is removed when the student achieves senior standing.

3. The student is placed on probation by the Undergraduate Administrative Committee for failure to make satisfactory progress toward the degree. Probation is removed when the specified conditions are met.

4. The student fails to achieve senior standing in the required two semesters. Probation is removed when senior standing is achieved.

### *Seniors*

1. The student's grade point average falls below 2.000. Probation is removed when the grade point average is raised to 2.000 or above.

2. The student fails to earn at least 12 hours in the first regular semester as a senior. Probation is removed when the student graduates.

Under certain circumstances, a student who has been formally dismissed may be readmitted to Peabody. The Peabody Undergraduate Administrative Committee must review and approve any request for readmission.

### **Auditing**

*Peabody Courses.* Any regularly enrolled Peabody student who wishes to audit a course at Peabody must obtain the oral approval of the instructor to attend the class but need not register for the course. To receive a transcript record of the audit, the student must register for the course (in audit status) and pay a \$10 audit fee.

*Courses in Another School.* A Peabody student who audits a course in another school of the University must register for audit status during registration. The audit will be indicated on the student's record, although not as a grade, and will be considered, and paid for, as part of the regular load.

*Transient Students and Students from Other Schools.* Transient students and students from other schools or divisions in the University must register for audit status during registration. The audit will be indicated on the student's record, although not as a grade, and will be considered, and paid for, as part of the regular load.

### **Student Leave of Absence**

A student desiring a leave of absence should obtain the appropriate forms from the Office of Undergraduate Academic Affairs. All students are eligible, provided they have not been dropped by the University and are not dropped at the end of the semester during which application is made.

Leaves are granted for one or two semesters. Applications should be completed before the end of the fall semester for a leave of absence during the spring semester and before 15 August for a leave of absence during the fall semester (or for the academic year). If the leave is approved, the student must keep the Dean's office informed of any change of address while on leave.

Should a student seek to transfer to Vanderbilt credit earned elsewhere while on a leave of absence, it is mandatory that permission be obtained in advance from the Dean's office. Petitions for leaves of this type must be filed at least one month before the close of the preceding semester.

While the student is on leave, registration materials will be mailed to his or her permanent address. A student failing to register at the conclusion of the stated leave will be withdrawn from the University and must apply for readmission.

Students who wish to participate in a non-Vanderbilt program in the United States, abroad, or at sea should apply for a leave of absence for the relevant semester. To qualify for such a leave, a student must be in good standing at Vanderbilt with at least a 2.700 grade point average as of the date of application. Students must obtain prior approval for the leave of absence and for the credits to be taken in other programs if the credits are to be transferred to Vanderbilt. Final approval of leaves of absence always rests with the Dean's office. See the section on Transfer Credit in this chapter.

### **Graduation**

Degree candidates must have completed satisfactorily all curriculum requirements, have passed all prescribed examinations, and be free of indebtedness to the University. Graduation requirements vary with the

student's program of study but include a minimum of 120 hours (at least 60 of which must have been earned at Vanderbilt) and a minimum grade point average of 2.000.

Students must submit a Notification of Intent to Graduate during the semester before their final semester (or summer term) at Peabody. Deadlines for filing intent forms are 15 April for fall graduation and 15 November for spring and summer graduation.

*Commencement.* The University holds its annual Commencement ceremony following the spring semester. A student completing degree requirements will be officially graduated, however, at the close of the semester or summer session in which the degree is earned, with such graduation recorded on the student's permanent record. Students who graduate at the close of the summer session or the fall semester preceding the spring commencement ceremony are encouraged to join spring graduates in the graduation ceremony in May. Those unable to do so may receive their diplomas by mail.

# Special Programs



## Overseas Programs

### Junior Year Abroad

Qualified Peabody students, other than those majoring in Elementary or Special Education, have the opportunity to apply to spend their junior year at Homerton College of Cambridge University, Cambridge, England. The Peabody/Homerton program is for the entire academic year, with students enrolling in a full program of courses. Credit is usually applied to the student's major and/or related fields, as well as the Liberal Education Core.

More information about the requirements for Peabody's junior year abroad program is available through the Office of Undergraduate Academic Affairs.

### Internships and Teacher Placement in Cambridge

Students majoring in human and organizational development are required to complete a semester-long internship that incorporates practicum experience with the completion of a specific project that enhances the effectiveness of the organization. The internship provides an opportunity for students to integrate the theories and concepts learned in prior courses with experience in an organizational setting. Students can apply for internships in Cambridge, England, in addition to Nashville, Atlanta, New York, and Washington, D.C.

Students who major in early childhood or elementary education are required to complete a semester-long teacher placement. Students may apply to fulfill part of this requirement in Cambridge, England, during the summer before their senior year.

Information about the human and organizational development internship in Cambridge is available from Professor Dwight Giles, director of internships for the program in human and organizational development. Information about teacher placement in Cambridge is available from Professor Jacqueline Palka, director of teacher placement in the Department of Teaching and Learning.

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## Post-Baccalaureate Programs

### **Five-Year Human and Organizational Development and Human Development Counseling Program**

The combined five-year program in Human and Organizational Development and Human Development Counseling is designed to blend the undergraduate program with the master's level counselor preparation program. Students who successfully complete this combined program will earn their undergraduate B.S. degree and also be professionally trained as human development counselors (with an M.Ed. degree) by the end of their fifth year at Peabody. See the chapter on Post-Baccalaureate Programs for further details.

### **Joint Programs with Vanderbilt University School of Nursing**

Students at Peabody College may complete a B.S. degree with a major in Human and Organizational Development and also earn a Master of Science in Nursing (M.S.N.) through a senior-in-absentia program in the School of Nursing. Students must complete the first three and a half years of study as a Peabody undergraduate student. During this time students pursue the major and the core courses in the health and human services track. Application for admission to the School of Nursing is completed during the summer after the student's sophomore year. Admitted students begin taking professional nursing courses in the fall of their senior year. Students must have successfully completed a minimum of 105 hours of undergraduate course work before officially being enrolled as a student in the School of Nursing. Upon successful completion of a minimum of 15 hours of nursing course work during the spring semester of the senior year, students are awarded the B.S. degree. Students continue full time in the professional program in the School of Nursing for the next summer, fall, spring, and summer sessions to earn the M.S.N. degree. Students conferred with the M.S.N. degree are qualified for all professional nursing careers and are eligible to apply to the National Council on Licensure Examination to become a Registered Nurse.

Students may also complete a bridge program offered by the School of Nursing. Students who choose this pre-nursing program complete 72 hours of suggested course work in Peabody College, apply for admission to the School of Nursing, obtain admission, forgo the B.S. degree, and complete the remaining course requirements for the M.S.N. degree. Students interested in this program of study should consult the School of Nursing catalog for a more complete program description.

Sample curricula for both the five-year and pre-nursing bridge programs are given below.

*Sample Curriculum Plan*

*Human and Organizational Development Major/Nursing*

		Semester hours	
		FALL	SPRING
FRESHMAN YEAR			
<b>HOD 1000</b>	Applied Human Development	3	-
<b>HOD 1001</b>	Intrapersonal Development	1	-
<b>HOD 1020</b>	Community Service	1	-
<b>HOD 1024</b>	Interpersonal Development	-	1
<b>HOD 1100</b>	Small Group Behavior	-	3
<b>Math</b>	Mathematics Course	3	-
	Statistics Course	-	3
<b>Phil 100 or 105</b>	Philosophy Course	-	3
	Liberal Education Core	7	7
		<b>15</b>	<b>17</b>
SOPHOMORE YEAR			
<b>HOD 1022</b>	Presentation Skills	-	1
<b>HOD 1200</b>	Understanding Organizations	3	-
<b>HOD 1400</b>	Career Development I	-	2
<b>HOD 1700</b>	Systematic Inquiry I	-	3
<b>HOD 2260</b>	Economics	3	-
<b>or Econ 100</b>			
<b>HOD 2500</b>	Health and Human Service Professions	3	-
<b>Psci 100</b>	Introduction to American Government and Politics	3	-
<b>N150</b>	Microbiology	-	4
	Liberal Education Core	3	6
		<b>15</b>	<b>16</b>
JUNIOR YEAR*			
<b>HOD 2100</b>	Public Policy	3	-
<b>HOD 2505</b>	Counseling Theories and Techniques	-	3
<b>HOD 2510</b>	Health Services to Diverse Populations	-	3
<b>N160a, 160b</b>	Human Anatomy and Physiology	4	4
<b>N231</b>	Introduction to Nutritional Health	2	-
	Liberal Education Core	6	6
		<b>15</b>	<b>16</b>

\* Students apply for admission to the School of Nursing during their junior year.

		Fall	Spring	May/ Summer
SENIOR YEAR				
<b>N215</b>	Foundations of Professional Nursing I	2	-	-
<b>N225</b>	Population Based Health Care	3	-	-
<b>N235</b>	Human Experience of Health & Illness I	5	-	-
<b>N245</b>	Foundations for Clinical Practice*	5	-	-
<b>N216</b>	Professional Nursing Seminar	-	1	-
<b>N226</b>	Health Care System I	-	4	-
<b>N236</b>	Human Experience of Health & Illness I	-	5	-
<b>N246</b>	Integration of Theoretical & Clinical Aspects of Nursing I*	-	4	-
<b>N217</b>	Foundations of Professional Nursing II	-	-	3
<b>N227</b>	Health Care Systems II	-	-	3
<b>N237</b>	Human Experience of Health & Illness II	-	-	3
<b>N247</b>	Integration of Theoretical & Clinical Aspects of Nursing II*	-	-	4
		<b>15</b>	<b>14</b>	<b>13</b>

\* Acceptable as undergraduate Human and Organizational Development practicum/internship requirement.





B.S. in Human and Organizational Development conferred at the end of the spring semester.

## FIFTH YEAR

<b>N308</b>	Models/Theories in Nursing	3	–	–
<b>N375</b>	Research Methods	3	–	–
<b>N376</b>	Inquiry in Nursing	–	3	–
	Specialty Nursing Courses	7	7	7
	Electives	–	3	6
		<b>13</b>	<b>13</b>	<b>13</b>

Prenursing students may also elect to complete 72 hours of prerequisite courses and apply for admission to the School of Nursing for either their junior or senior year. Completion of this program culminates in the M.S.N. degree; no baccalaureate degree is awarded. With the M.S.N. degree, however, a student is qualified for all professional nursing careers and eligible to apply to the National Council on Licensure Examination to become a Registered Nurse.

A sample curriculum plan is outlined below for students who enter the School of Nursing in the fall of their junior year. At this time, all students must enter in the fall semester; spring entry is not offered. Students may apply for admission to the School of Nursing during the spring semester of their sophomore year. Refer to the *Medical Center Catalog* for requirements for the completion of the M.S.N.

*Sample Curriculum Plan  
Entry in Fall of Junior Year*

FRESHMAN YEAR		FALL	Semester hours SPRING SUMMER	
<b>HOD 1000</b>	Applied Human Development	3	–	–
<b>HOD 1001</b>	Intrapersonal Development	1	–	–
<b>HOD 1020</b>	Community Service	1	–	–
<b>HOD 1100</b>	Small Group Behavior	–	3	–
<b>HOD 1024</b>	Interpersonal Development	–	1	–
<b>Math 127a, 127b</b>	Probability and Statistical Inference	3	3	–
<b>Chem 101a, 101b</b>	Introductory Chemistry	4	4	–
<b>Phil 100</b>	Introduction to Philosophy	–	3	–
<i>or</i>		–	3	–
<b>Phil 105</b>	Introduction to Ethics	3	–	–
<b>Psychology 101</b>	General Psychology	–	3	–
	English	–	3	–
	Humanities	–	–	3
		<b>15</b>	<b>17</b>	<b>3</b>
SOPHOMORE YEAR				
<b>HOD 1022</b>	Presentation Skills	–	1	–
<b>HOD 1200</b>	Understanding Organizations	3	–	–
<b>HOD 1400</b>	Career Development I	–	2	–
<b>HOD 1700</b>	Systematic Inquiry I	–	3	–
<b>HOD 2260</b>	Economics of Human Resources	3	–	–
<i>or</i>		3	–	–
<b>Econ 100</b>	Introductory Economics	–	–	–
<b>Bsci 110a, 110b</b>	Introduction to Biological Sciences	4	4	–
	Humanities <i>or</i> Social Science	6	6	5
		<b>16</b>	<b>16</b>	<b>5</b>
			<b>Total</b>	<b>72</b>

# Interdisciplinary Majors

**P**EABODY College, in conjunction with the College of Arts and Science, offers four interdisciplinary majors. These majors are constructed around academic disciplines particularly appropriate for future teachers (except secondary), but are not limited to students entering teacher education. The interdisciplinary major consists of 36 hours of study and draws upon the academic resources of a number of departments throughout the University.

Program requirements are listed below.

## Language and Literacy Studies

### COMMUNICATIONS.

Communication Studies 100, Fundamentals of Public Speaking; 101, Interpersonal Communication; 230, Theory of Communication

### ENGLISH.

(A total of 3 hours from 104W, 105W, 106W)

English 112W, Introduction to Poetry, or 120W, Intermediate Composition; ENED 2910, Exploring Literature with Children plus a 200-level English course

### LINGUISTICS

Ling 200, Introduction to Language; 202, Sociolinguistics or 203, Anthropological Linguistics, or PSY 2000, Language and Representational Systems; ENED 2280, Language Study in the Elementary and Secondary Classroom

### ELECTIVES

Select two from the following: Communications Studies 220, Rhetoric of Mass Media; 221, Rhetoric of the American Experience; 223, Values in Modern Communication; Theater 100, Fundamentals of Theater; Psychology 242\*, Psychology of Language; Philosophy 102, General Logic; Political Science 242\*\*, Political Communication; English 240, The History of the English Language, or 241, Modern English Grammar; ENED 2920, Literature for Adolescents; Ling 262, Historical and Comparative Linguistics; 240, Morphology, or 241, Syntax

\*Prerequisite: Psychology 101

\*\*Prerequisite: Political Science 100, 101, or 102

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## Mathematics and Science Studies

### PHYSICAL SCIENCE

Take 8 hours from the following: Chemistry 101a-101b, Introductory Chemistry; Physics 110a-110b and 111a-111b, Introductory Physics and Laboratory

### BIOLOGY

100, General Biology, or 101, Fundamentals of Biology

### GEOLOGY/ASTRONOMY

Geology 100, Environmental Geology, or 101, Physical Geology, or 102, Historical Geology, or 103, Oceanography, or 104, Earth System Science, or 106, Marine and Coastal Environments; or Astronomy 101, Introductory Astronomy

### HISTORY/PHILOSOPHY

History 201, Science and Society before the Enlightenment, or 202, Science and Society after the Enlightenment, or 204, History of Medicine; or Astronomy 130, History of Astronomy; or Philosophy 244, Philosophy and the Natural Sciences; or SCED 2690, Science in the World

### CALCULUS

Mathematics 150a-150b, First-year Calculus, and 170a, Second-year Calculus; or 155a-155b, First-year Accelerated Calculus

One course from two of the following:

### PROBABILITY AND STATISTICS

Mathematics 180, Fundamentals of Probability and Statistics, or 214, Discrete Structures, or 215, Discrete Mathematics, or 218, Introduction to Mathematical Statistics, or Psychology 2101, Introduction to Statistical Analysis

### GEOMETRY

Mathematics 210, Axiomatic Geometry, or 240, Transformation Geometry

### ALGEBRA

Mathematics 194, Methods of Linear Algebra, or 223, Abstract Algebra, or 204, Linear Algebra

### ELECTIVES

3 additional hours from any 200-level course in Mathematics

## Natural Science Studies

### CHEMISTRY

Chemistry 101a-101b, Introductory Chemistry; or 102a-102b, General Chemistry, and 104a-104b, General Chemistry Laboratory

### PHYSICS

Physics 110a-110b and 111a-111b, Introductory Physics and Laboratory; or 117a-117b, General Physics

### BIOLOGY

100, General Biology or 101, Fundamentals of Biology; and 119, Introduction to Zoology, or 129, Introduction to Botany

**GEOLOGY/ASTRONOMY**

Geology 100, Environmental Geology, or 101, Physical Geology, or 102, Historical Geology, or 103, Oceanography, or 104, Earth System Science, or 106, Marine and Coastal Environments; or Astronomy 101, Introductory Astronomy

**HISTORY/PHILOSOPHY**

History 201, Science and Society before the Enlightenment, or 202, Science and Society after the Enlightenment, or 204, History of Medicine; or Astronomy 130, History of Astronomy; or Philosophy 244, Philosophy and the Natural Sciences; or SCED 2690, Science in the World

**ELECTIVES**

Additional hours in Chemistry, Physics, Biology, Geology, Astronomy, History or independent research for at least 6 hours

## Social Studies

**ANTHROPOLOGY**

101, Introduction to Anthropology

**ECONOMICS**

100, Introductory Economics: The Price System and Business Fluctuations

**HISTORY**

170, History of the U.S. to 1865; 171, History of the U.S. since 1865

**POLITICAL SCIENCE**

100, Introduction to American Government and Politics; or 101, Introduction to Comparative Politics; or 102, Introduction to International Politics

**SOCIOLOGY**

101, Introduction to Sociology

**PSYCHOLOGY**

101, General Psychology

Plus five from the following:

Anthropology 103, 104, 242

Economics 101, 206, 221, 226

History 100, 101, 154, 155, 157, 160, 161, 275, 279, 280

Political Science 100, 101, 102, 215

Psychology 221, 231, 1630

Sociology 102, 230, 231, 236, 240, 242, 255



# Major in Child Development


CHAIR John J. Rieser

DIRECTOR OF THE PROGRAM Kathleen V. Hoover-Dempsey

PROFESSORS Penelope H. Brooks, Kenneth A. Dodge, Richard H. Porter, John J. Rieser,  
Howard M. Sandler, Tedra A. Walden

ASSOCIATE PROFESSORS Judy Garber, Kathleen V. Hoover-Dempsey

ASSISTANT PROFESSORS Gedeon O. Deák, Sheri E. Hembree, Ellen E. Pinderhughes

 THE child development major is designed for students who wish to study children (infancy through adolescence) and the major family, cultural, peer, school, and neighborhood contexts in which they live. The major is designed to provide a strong background in the social and behavioral sciences related to child development, a focused understanding of the scientific study of children and the contexts in which they develop, and opportunities for supervised and independent research on aspects of child development in ways that enable students to link theories and prior research to research design and data on children's development. The major is excellent preparation for graduate study in selected social science and professional fields (e.g., psychology, medicine, nursing, education, public policy) and offers an excellent complementary (or second) major for undergraduate students simultaneously pursuing a major in cognitive studies, education (early childhood or elementary), human and organizational development, or special education.

The child development curriculum is designed to ensure that students develop a background in the liberal arts and sciences; a clear understanding of the theories, major research findings, and research methods central to the field of child development; and an area of focus or expertise in child development. Development of background in the liberal arts and sciences occurs within the context of the Liberal Education Core, composed of required and elective courses in communications, humanities, mathematics, natural sciences, and social sciences. A clear understanding of theory and research central to the field is developed through the major core courses. These include an overview of child development, courses focused on the domains of psychological processes central to human development (cognition; social and personality development), courses related to the major epochs of child development (infancy and adolescence), and courses devoted to the major research methodologies in the field (experimental, observational, psychometric).

## Honors Program

The Honors Program in Child Development offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in Child Development are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.000 and at least a 3.000 in Child Development courses. Students who complete the program successfully and who have a final grade point average of at least 3.000 will receive Honors or High Honors in Child Development. The program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from the Director of the Child Development Program.

## Curriculum

Students take a minimum of 120 hours, distributed as follows. [See the Peabody Undergraduate *Student Handbook*, available from the Office of Undergraduate Academic Affairs, for slight variations in programs of study for students pursuing child development as a second major.]

### *Liberal Education Core Requirements. 40 hours.*

COMMUNICATIONS. *6 hours.* Two writing-intensive (W) courses are required in the Liberal Education Core. Both W courses may be taken as part of the Communications area, or one W course may be taken as part of the Communications area and the other as part of the Humanities area.

English (Any writing-intensive [W] course)

Communication Studies (All regular\* courses)

Humanities (Any writing-intensive [W] course)

HUMANITIES. *9 hours* from at least two fields. One writing-intensive (W) course is required in this area if the writing-intensive requirement of six hours has not been met in the Communications area; one course in Philosophy is required; Philosophy 105 strongly recommended. Survey Courses

Classics 130, 146, 150, 160, 175, 211, 220

Computer Science 151

Film Studies (All regular\* courses)

Fine Arts (All regular\* courses except studio courses)

Foreign Language (All regular\* courses at or above an intermediate level); Chinese or Japanese 201 and above

Humanities 105W, 106W, 107W, 108W, 140, 141, 150, 151, 156, 175, 224, 265

Theatre 100, 201, 202, 203, 204, 232, 271

Literature

English 104W, 105W, 106W, 112W (if not used in Communications area)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above (except 213, 214, 220)

- Greek 210 and above  
 Humanities 140, 141, 150, 151, 156, 224, 265  
 Latin 201 and above (except 225)  
 Portuguese 203 and above (except 207, 221, 222)  
 Russian 221 and above (except 257-258)  
 Spanish 203, 221, and above
- Music (All regular\* courses offered through Blair School of Music, *including* MUSO 103, but *excluding* studio and other MUSO courses)
- Philosophy (All regular\* courses; 105 is strongly recommended)
- Religious Studies (All regular\* courses)
- Women's Studies 150, 220, 230, 255
- MATH. *9 hours*. Psychology 2101 is required; Psychology 2102 is required for Child Development majors and strongly recommended if Child Development is a second major.  
 Psychology 2101 (required), 2102 (required)  
 Math 133, 140, 150a, 150b, 155a, 155b, 165, 180  
 Computer Science 212
- NATURAL SCIENCES. *7 hours*. At least one Biology course is required; at least one lab course is required; no duplication of content.  
 Astronomy 101, 102, 130, 175  
 Biological Sciences 110a-110b  
 Biology 100, 105, 119, 129, 200-level courses  
 Chemistry 101a-101b, 102a-102b, 103a-103b, 104a-104b  
 Geology 100, 101, 102, 103, 104, 106, 150, 225  
 Nursing 150, 160a, 160b, 231  
 Physics 101, 108, 110a-110b, 111a-111b, 117a-117b, 121a-121b
- SOCIAL SCIENCES. *9 hours* from at least two fields. One course in Cultural Studies is required.  
 Anthropology (All regular\* courses)  
 Psychology 1200, 1300, 1700  
 Cultural Studies (One course from this area is required.)  
 African American Studies 101, 294a, 294b; American Studies 100; Anthropology 130, 210, 214, 231, 237, 241, 247, 252; East Asian Studies 240; English 263, 271; European Studies 201; Fine Arts 200, 214, 252, 253, 254; History 154, 155, 157, 239, 252, 253, 254; HOD 2240; Music Literature 160, 170, 171; Political Science 214, 216, 219; Psychology 2690 (Cross-Cultural Issues in Human Development); Religious Studies 112, 113, 114, 130; Sociology 255; Women's Studies (All regular\* courses except 150, 220, 230, 252, 255)
- Economics 100, 101, 222  
 History (All regular\* courses except 131)  
 Linguistics (All regular\* courses)  
 Music Literature 147, 160, 170, 171  
 Political Science (All regular\* courses)  
 Psychology (All regular\* courses except 209, 222, 225, 231, 242); 233, 1200, 1600, 1700, 2000 recommended  
 Sociology (All regular\* courses; 255 recommended)

\*Special topics courses are not ordinarily acceptable to meet Liberal Education Core requirements. If a student wishes to consider using a special topic course, he or she must obtain prior approval. Independent study cannot be used to meet Liberal Education Core requirements.



*Major Requirements. 30 hours.*

Students take a minimum of 30 hours in Child Development. The core consists of six courses (18 hours) in developmental areas, epochs, and methods, and a minimum of four additional courses (12 hours) in an elective area of specialization. In addition, Psychology 2101 and Psychology 2102 are required.

*Major Core. 18 hours.*

- Psychology 1630. Developmental Psychology
- Psychology 1500. Cognitive Aspects of Human Development
- Psychology 1750. Social and Personality Development

One of the following two courses:

- Psychology 2250. Infancy
- Psychology 2320. Adolescent Development

Two of the following three courses:

- Psychology 2510. Experimental Methods
- Psychology 2520. Observational Methods
- Psychology 2530. Psychometric Methods

*Major Elective Area. A minimum of 12 hours.*

Suggested courses include the following. With the approval of the adviser and program director, other courses may also be used as part of the Child Development Elective Area.

- Education 2120. Parents and Their Developing Children
- Education 2130. Early Childhood Education: Programs, Curriculum, and Teaching
- Education 2140. Infants and Toddlers: Programs, Curriculum, and Teaching
- Linguistics 200. Introduction to Language
- Psychology 233. Introduction to the Nervous System
- Psychology 1600. Psychology of Thinking
- Psychology 1700. Social and Emotional Context of Cognition
- Psychology 2000. Language and Representational Systems
- Psychology 2230. Family, Career, and Gender: Developmental Perspectives
- Psychology 2250. Infancy
- Psychology 2310. Educational Psychology
- Psychology 2320. Adolescent Development
- Psychology 2510. Experimental Methods
- Psychology 2520. Observational Methods
- Psychology 2530. Psychometric Methods
- Psychology 2610. Ethical and Moral Development
- Psychology 2690. Special Topic Seminars (These vary from semester to semester; any Psychology 2690 appropriate for Child Development is acceptable.)
- Psychology 2691. Developmental Neuroscience
- Psychology 2692. Developmental Psychobiology
- Psychology 2890. Ethical Issues in Human Services
- Psychology 2980. Readings and Research in Psychology for Undergraduates
- Special Education 2020. Family Interventions

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Special Education 2030. Introduction to Language and Communication  
Special Education 2400. Early Education for Children with Disabilities  
Special Education 2420. Developmental Assessment Strategies

*Second Major or Electives. 50 hours (or less if additional hours are earned in the Liberal Education Core, Major Core, or Major Elective Area).*

### **The Minor in Child Development**

The minor in Child Development consists of 18 hours in the following courses:

Psychology 1630. Developmental Psychology  
Psychology 2101. Introduction to Statistical Analysis (may be taken as part of the Liberal Education Core)

One of the following:

Psychology 1500. Cognitive Aspects of Human Development  
Psychology 1750. Social & Personality Development

One of the following:

Psychology 2250. Infancy  
Psychology 2320. Adolescent Development

One of the following:

Psychology 2510. Experimental methods  
Psychology 2520. Observational methods  
Psychology 2530. Psychometric methods

One Child Development elective course

(Any of the courses above not taken to meet a minor requirement or any Special Topic Seminar in Child Development.)

### **The Five-year Child Development/Nursing Program**

The five-year Child Development/Nursing Program combines the undergraduate major degree in Child Development with the requirements of the Master of Science in Nursing program in the School of Nursing. The prerequisites for admission to the five-year Child Development/Nursing Program are completed within the first three years of the undergraduate program; these include all requirements of the Child Development major and all prerequisites for admission to the Master of Science in Nursing (MSN) program. Application to the MSN program in the School of Nursing is made at the end of the sophomore year, and admissions decisions are made during the student's junior year. If admitted to the program, the student takes all senior year courses in the School of Nursing. The Bachelor of Science degree in Child Development is awarded after the completion of the senior year (and a minimum of 120 credit hours). The student

continues in the Nursing program during the summer immediately following graduation, and continues through the fifth year as a student in the School of Nursing. The Master of Science in Nursing is awarded upon completion of all Nursing program requirements, usually at the end of the fifth year of study.

*Sample Curriculum Plan: Child Development Major/Nursing*

		Semester Hours	
		Fall	Spring
FRESHMAN YEAR			
<b>Psychology 1630</b>	Developmental Psychology	3	-
<b>Psychology 1500</b>	Cognitive Aspects of Human Development	-	3
<b>Psychology 1750</b>	Social and Personality Development	-	3
	Liberal Education Core	12	9
		<b>15</b>	<b>15</b>

SOPHOMORE YEAR

<b>Psychology 2101</b>	Statistics*	3	-
<b>Psychology 2102</b>	Statistics*	-	3
<b>Nursing 150</b>	Microbiology*	-	4

One of the following:

<b>Psychology 2250</b>	Infancy	3	-
<b>Psychology 2320</b>	Adolescent Development		

One of the following:

<b>Psychology 2510</b>	Experimental Methods	-	3
<b>Psychology 2520</b>	Observational Methods		
<b>Psychology 2530</b>	Psychometric Methods		
	Liberal Education Core	10	6
		<b>16</b>	<b>16</b>

*Application to the Nursing program: end of the sophomore year*

JUNIOR YEAR

<b>Nursing 160a</b>	Anatomy & physiology I**	4	-
<b>Nursing 160b</b>	Anatomy & physiology II**	-	4
<b>Nursing 231</b>	Nutrition	-	2

One of the following:

<b>Psychology 2510</b>	Experimental Methods	3	-
<b>Psychology 2520</b>	Observational Methods		
<b>Psychology 2690</b>	Psychometric Methods		
	Child Development major elective area	6	6
	Liberal Education Core/Electives	3	3
		<b>16</b>	<b>15</b>

SENIOR YEAR\*\*\*

(If not admitted to the Nursing program, the student will not take the courses below, but will take 'regular' senior year courses [e.g., electives])

<b>Nursing 215</b>	Foundations of Professional Nursing I	2	-
<b>Nursing 225</b>	Population-based Health Care	3	-
<b>Nursing 235</b>	Human Experience of Health and Illness	5	-
<b>Nursing 245</b>	Foundations for Clinical Practice	5	-
<b>Nursing 216</b>	Professional Nursing Seminar	1	-

<b>Nursing 226</b>	Health Care System I	-	4
<b>Nursing 237</b>	Human Experience of Health and Illness I	-	5
<b>Nursing 246</b>	Integration of Theoretical and Clinical Aspects of Nursing I	-	4
		<u>15</u>	<u>14</u>

*B.S. degree conferred at the end of the spring semester of the senior year.*

SUMMER AFTER THE B.S. DEGREE

		Summer
<b>Nursing 217</b>	Foundations of Professional Nursing II	3
<b>Nursing 227</b>	Health Care Systems II	3
<b>Nursing 237</b>	Human Experience of Health & Illness III	3
<b>Nursing 247</b>	Integration of Theoretical and Clinical Aspects of Nursing II	4
		<u>13</u>

FIFTH YEAR

		Fall	Spring	Summer
<b>Nursing 308</b>	Models and Theories in Nursing	3	-	-
<b>Nursing 375</b>	Research Methods	3	-	-
<b>Nursing 376</b>	Inquiry in Nursing	-	3	-
	Specialty nursing courses	7	7	7
	Electives	-	3	6
		<u>13</u>	<u>13</u>	<u>13</u>

\*Meets Child Development major requirement and Liberal Education Core requirement.

\*\*Meets Five-Year Nursing Program requirement and Liberal Education Core requirement.

\*\*\*Undergraduate degree (B.S. in Child Development) is awarded at the end of the senior year.




# Major in Cognitive Studies

CHAIR, DEPARTMENT OF PSYCHOLOGY AND HUMAN DEVELOPMENT John J. Rieser  
DIRECTOR OF THE PROGRAM Craig A. Smith

PROFESSORS John D. Bransford, Penelope H. Brooks, Susan R. Goldman, Ted S. Hasselbring, James W. Pellegrino, John J. Rieser, Victoria J. Risko, Howard M. Sandler, Tedra Ann Walden

ASSOCIATE PROFESSORS Kathleen V. Hoover-Dempsey, Charles K. Kinzer, Laura R. Novick, Deborah W. Rowe, Robert D. Sherwood, Craig A. Smith

ASSISTANT PROFESSORS Gedeon O. Deák, Daniel L. Schwartz

 THE Cognitive Studies major is designed for students who wish to become active inquirers into the processes by which people learn to think, solve problems, and reason about their world. The major encourages the development of flexible reasoning and problem-solving skills that are useful in a wide variety of endeavors. The major is excellent preparation for graduate study in the social and behavioral sciences as well as for areas (such as medicine and law) that place importance on inquiry and clear thinking.

The curriculum is planned to ensure that students receive a strong background in both science and the liberal arts, with an emphasis on problem solving and complex decision-making. The courses in the core curriculum focus on various aspects of human cognition, including communication, cognitive development, basic cognitive processes, applications of theories of knowledge, and sociocultural aspects of learning. Students are encouraged to consult their advisers about pursuing a second major or developing an area of concentration that is consistent with their career plans. The major also emphasizes an appreciation of the scientific method and the research process; numerous opportunities exist to pursue independent study in close collaboration with faculty members.

Leadership and success in our society will depend increasingly on one's ability to process complex information, solve difficult problems using systematic analysis, and facilitate the learning of others. The knowledge and experience gained by students in cognitive studies will allow them to be full participants in the society of learners who represent the future.

## Honors Program

The Honors Program in Cognitive Studies offers qualified majors the opportunity to conduct individual research projects in collaboration with

faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in Cognitive Studies are eligible to apply for the honors program at the end of their sophomore year if they have an overall grade point average of at least 3.000 and a 3.000 in cognitive studies courses. Students who complete the program successfully and who have a final grade point average of at least 3.000 will receive Honors or High Honors in Cognitive Studies. The program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the honors program is available from the Director of the Cognitive Studies Program.

## Curriculum

Students take a minimum of 120 hours, distributed as follows. [See explanatory material above and program of studies work sheets (available in the Office of Undergraduate Academic Affairs) for slight variations in programs of study for students pursuing Cognitive Studies as a second major.]

### *Liberal Education Core Requirements. 40 hours.*

COMMUNICATIONS. *6 hours.* Two writing-intensive (W) courses are required in the Liberal Education Core. Both W courses may be taken as part of the Communications area, or one W course may be taken as part of the Communications area and the other as part of the Humanities area.

English (Any writing-intensive [W] course)

Communication Studies (All regular\* courses)

Humanities (Any writing-intensive [W] course)

HUMANITIES. *9 hours* from at least two fields. One writing-intensive (W) course is required in this area if the writing-intensive requirement of six hours has not been met in the Communications area.

Survey Courses

Classics 130, 146, 150, 160, 175, 211, 220

Humanities 105W, 106W, 107W, 108W, 140, 141, 150, 151

Computer Science 151

Film Studies (All regular\* courses)

Fine Arts (All regular\* courses except studio courses)

Foreign Language (All regular\* courses at intermediate level or above); Chinese or Japanese 201 and above

Literature

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above (except 213, 214, 220)

Greek 210 and above

Humanities 140, 141, 150, 151, 156, 175, 224, 265

Latin 201 and above (except 225)

Portuguese 203 and above (except 207, 221, 222)

Russian 221 and above (except 257, 258)

Spanish 203, 231, and above

Music (All regular\* courses offered by Blair School of Music, *including* MUSO 103, but *excluding* studio and other MUSO courses)

Philosophy (All regular\* courses)

Religious Studies (All regular\* courses)

Theatre 100, 201, 202, 203, 204, 232, 271

Women's Studies 150, 220, 230, 255

**MATHEMATICS.** 9 hours. Cognitive Studies majors must take Psychology 2101; Psychology 2102 is strongly recommended.

Mathematics 133, 140, 150a, 150b, 155a, 155b, 165, 180

Psychology 2101, 2102

Computer Science 212

**NATURAL SCIENCE.** 7 hours. At least one laboratory science course is required. Any course or combination of the following provided course content is not repeated. Check department listings for credit restrictions.

Astronomy 101, 102, 130, 175

Biological Sciences 110a, 110b

Biology 100, 105, 119, 129, 200-level courses

Chemistry 101a, 101b, 102a, 102b, 103a, 103b, 104a, 104b

Geology 100, 101, 102, 103, 104, 106, 150, 225

Nursing 150, 160a, 160b, 231

Physics 101, 108, 110a and 111a, 110b and 111b, 117a, 117b, 121a, 121b

**SOCIAL SCIENCES.** 9 hours. Two of the fields listed below must be represented.

Anthropology (All regular\* courses)

Cultural Studies

African American Studies 101, 294a, 294b; American Studies 100; Anthropology 130, 210, 214, 231, 237, 241, 247, 252; East Asian Studies 240; English 263, 271; European Studies 201; Fine Arts 200, 214, 252, 253, 254; History 154, 155, 157, 239, 252, 253, 254; HOD 2240; Music Literature 160, 170, 171; Political Science 214, 216, 219; Psychology 2690 (Cross-Cultural Issues in Human Development); Religious Studies 112, 113, 114, 130; Sociology 255; Women's Studies (All regular\* courses except 150, 220, 230, 252, 255) Economics 100, 101, 222

History (All regular\* courses except 131)

Linguistics (All regular\* courses)

Music Literature 147, 160, 170, 171

Political Science (All regular\* courses)

Psychology

Psychology and Human Development 1630, 2230, 2250, 2260, 2310, 2320, 2510, 2520, 2690 (Cross-cultural Issues), 2690 (Adult Development), 2690 (Public Health and Child Development), 2690 (Child Health and Human Development), 2690 (Emotional Disorders in Children), 2530 (Psychometric Methods), 2691, 2692

Psychology (All regular\* courses except 209, 222, 225, 231, 242); PSY 233 is recommended.

Sociology (All regular\* courses; 255 recommended)



*Major Requirements. 28-29 hours.*

Students take a minimum of 28 hours in Cognitive Studies. The core consists of five courses (16 hours) and a minimum four additional courses (12 hours) in the elective area. In addition, two courses (6 hours) are required in the Methods of Inquiry area.

*Major Core. 16 hours.*

Psychology 1200 Minds, Brains, Contexts, and Cultures  
Psychology 1600 Psychology of Thinking  
Psychology 2000 Language and Representational Systems  
Psychology 2100 Advanced Topical Seminar  
Psychology 2901 Research Seminar I

*Major Elective Area. 12-13 hours.*

Psychology 1300 Cognition and Instruction  
Psychology 1500 Cognitive Aspects of Human Development  
Psychology 1700 Social and Emotional Context of Cognition  
Psychology 1750 Social and Personality Development  
Psychology 1800 Freshman Seminar in Cognitive Studies  
Psychology 2100 Advanced Topical Seminar (May be repeated if no duplication of content)  
Psychology 2690 Language Acquisition and Development  
Psychology 2980 Readings and Research for Undergraduates  
Special Education 2030 Introduction to Language and Communication

*Methods of Inquiry. 6 hours.*

May be used to satisfy Liberal Education Core requirements  
Anthropology 211 or 239  
Chemistry 210  
Computer Science 101 or 102; 150; 212  
Economics 201  
Geology 225  
HOD 1700  
Molecular Biology 250  
Philosophy 102, 202, 244  
Psychology 2102, 2510, 2520, 2530  
Religious Studies 240  
Sociology 211  
Special Education 2110 (with 2111)

*Second Major and Electives. 51-52 hours.*

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**The Minor in Cognitive Studies**

The minor in Cognitive Studies consists of 16 hours in the following courses:

**REQUIRED COURSES. 10 hours.**

- Psychology 1200. Minds, Brains, Contexts, and Cultures
- Psychology 1600. Psychology of Thinking
- Psychology 2000. Language and Representational Systems

**ELECTIVE COURSES. 6 hours.**

- Psychology 1300. Cognition and Instruction
- Psychology 1500. Cognitive Aspects of Human Development
- Psychology 1700. Social and Emotional Context of Cognition
- Psychology 1750. Social and Personality Development
- Psychology 2100. Advanced Topical Seminar (may be repeated provided no duplication of content)
- Special Education 2030. Introduction to Language and Communication



# Majors in Early Childhood, Elementary, and Secondary Education

ACTING CHAIR, DEPARTMENT OF TEACHING AND LEARNING Victoria J. Risko

PROFESSOR EMERITUS Jerold P. Bauch

PROFESSORS David M. Bloome, Paul A. Cobb, Richard A. Duschl, Carolyn M. Evertson, Dale C. Farran, Charles B. Myers, Victoria J. Risko

PROFESSOR OF THE PRACTICE EMERITA Earline D. Kendall

ASSOCIATE PROFESSORS Angelo Collins, Elizabeth Spencer Goldman, Clifford A. Hofwolt, Charles K. Kinzer, Deborah W. Rowe, Robert D. Sherwood

ASSOCIATE PROFESSOR OF THE PRACTICE Ann M. Neely


ASSISTANT PROFESSOR Marcy Singer Gabella

SENIOR LECTURER Margaret W. Smithey

LECTURER Laurie Katz

## Early Childhood Education

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 THE major in early childhood education (ECE) is a field-oriented program designed to prepare students for work with children in nursery schools, preschool programs, and primary grades (grades PreK-3). Beginning in the freshman year, students observe and participate in local schools and agencies and in experimental classrooms on campus. Most Liberal Education Core courses are taken in the College of Arts and Science.

Students must combine a major in early childhood education with a second major in the liberal arts, an interdisciplinary major, or another major offered by Peabody College or the College of Arts and Science. Course work beyond the standard 120-hour program may be required for some double majors.

Vanderbilt students seeking teacher licensure must apply through the Office of Teacher Licensure at Vanderbilt and must meet licensure requirements in effect at the time of their graduation, which may be different from licensure requirements in effect at the time they entered Vanderbilt. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.

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**B.S. Degree Requirements**  
**Early Childhood Education (PreK–3 Licensure)**

*Liberal Education Core Requirements. 60 hours.*

COMMUNICATIONS. 10 hours. At least one English course and a speech course are required.

English 100W, 104W, 105W, 106W, 112W, 120W

One of: Communication Studies 100, 101

Plus: EDUC 2040, 2200

HUMANITIES. 11 hours.

One of:

Classics 130, 146

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above

Greek 210 and above

Humanities 140W, 141W, 150, 151, 156

Latin 201 and above

Portuguese 203 and above

Russian 221 and above

Spanish 203, 231, and above

Theatre 100, 201, 202, 203, 204

One Fine Arts elective:

Art (All Fine Arts courses)

Music (All courses offered through Blair School of Music)

Plus: ENED 2910, HMED 2250

MATHEMATICS. 6 hours.

One Mathematics course

Plus: MTED 1110

NATURAL SCIENCE. 8 hours. At least two laboratory science courses are required.

Recommended courses are Chemistry 101a, Physics 110a and 111a, Biology 101.

(Other courses include any natural science course offered by the departments of Biology, Chemistry, Geology, Molecular Biology, and Physics and Astronomy)

SOCIAL SCIENCES. 21 hours.

One of: History 170, 171, 173, 268, 269, 270, 272, 273, 274, 275

One of the fields listed below must be represented.

Anthropology 101, 103, 104, 206, 242, 265

Economics 260, 267

History (Any non-American, non-European course)

Political Science 102, 210, 211, 212, 214, 215, 216, 217, 219, 221, 222, 225, 227, 228, 247

Sociology 101, 102, 151, 201, 202, 220, 230, 231, 233, 236, 239, 242, 248, 249, 255, 261, 265, 277

Plus: Psychology 1630, 2310; EDUC 1020, 2120; SPED 1010

LIBERAL EDUCATION ELECTIVES. 4 hours.

Any course offered in the Liberal Arts.

*Professional Education Core.* 15 hours.


EDUC 2130, 2140, 2150; MTED 2060; SCED 2060; SSED 2060; HMED 2250; HR 2050

*Field Experiences.* 16 hours.

EDUC 2070, 2080, 2270, 2291, 2702

*Additional hours toward major or elective.* 29 hours.

## Elementary Education

 THE major in elementary education is field-oriented and designed to prepare students to teach children in one of two endorsements: (1) grades K-8 with an emphasis in K-4, or (2) grades 1-8 with an emphasis in 5-8. Beginning in the freshman year, students observe and participate in local schools and experimental classrooms on campus. Most Liberal Education Core courses are taken in the College of Arts and Science.

Students must combine a major in elementary education with a second major in the liberal arts, an interdisciplinary major, or another major offered by Peabody College or the College of Arts and Science. Course work beyond the standard 120-hour program may be required for some double majors.

Vanderbilt students seeking teacher licensure must apply through the Office of Teacher Licensure at Vanderbilt and must meet licensure requirements in effect at the time of their graduation, which may be different from licensure requirements in effect at the time they entered the program. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.

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**B.S. Degree Requirements**  
**Elementary Education**  
**(K–8 Licensure with K–4 Notation or 1–8 Licensure with 5–8 Notation)**

*Liberal Education Core Requirements. 62-65 hours.*

COMMUNICATIONS. *10 hours.* At least one English course is required. A speech course also is required.

One of: English 100W, 104W, 105W, 106W, 112W, 120W

One of: Communication Studies 100, 101

Plus: EDUC 2040, 2200 or 2170

HUMANITIES. *11 hours.*

One of:

Classics 130, 146

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above

Greek 210 and above

Humanities 140W, 141W, 150, 151, 156

Latin 201 and above

Portuguese 203 and above

Russian 221 and above

Spanish 203, 231, and above

Theatre 100, 201, 202, 203, 204

One Fine Arts elective:

Art (All Fine Arts courses)

Music (All courses offered through Blair School of Music)

ENED 2910 or 2920

Plus: HMED 2250

MATHEMATICS. *9 hours.*

One of the Mathematics sequences: Math 127a & b, or Math 140 and Math 180, or one Math course and PSY 2101

MTED 1120

NATURAL SCIENCE. *11 hours.* At least two laboratory science courses are required.

Recommended courses are Chemistry 101a, Physics 110a and 111a, Biology 101.

(Other courses include any natural science course offered by the departments of Biology, Chemistry, Geology, Molecular Biology, and Physics and Astronomy)

SOCIAL SCIENCES. *21-24 hours.*

One of: History 170, 171, 173, 268, 269, 270, 272, 273, 274, 275

One of the fields listed below must be represented.

Anthropology 101, 103, 104, 206, 242, 265

Economics 260, 267

History (Any non-American, non-European course)

Political Science 102, 210, 211, 212, 214, 215, 216, 217, 219, 221, 222, 225, 227, 228, 247

Sociology 101, 102, 151, 201, 202, 220, 230, 231, 233, 236, 239, 242, 248, 249, 255, 261, 265, 277

Plus: Social Science elective (Any course from Anthropology, Economics, History, Political Science, Psychology, Social Science, Sociology)

Plus: Psychology 1630, 2310; EDUC 1020; SPED 1010 (EDUC 2120 if K-4)

LIBERAL EDUCATION ELECTIVES.

Any non-education courses.

*Professional Education Core. 12-15 hours.*

EDUC 2150, 2430; MTED 2250; SCED 2250; SSED 2250


For K-4 Notation: EDUC 2130

*Field Experiences. 16 hours.*

EDUC 2210, 2220, 2270, 2290, 2701

*Additional hours toward major or electives. 24-30 hours.*

## Secondary Education

 THE major in secondary education is designed to prepare the student to teach one or more subjects at the secondary level (grades 7-12). Students must complete Liberal Education Core requirements, Professional Education requirements, and a primary area of emphasis in at least one endorsement field, which involves 27 to 36 hours of course work in the discipline and results in a major in that area as defined by the College of Arts and Science. Specific requirements for a second area of endorsement may be obtained from the Office of Teacher Licensure, Room 410, Social Religious Building. Students must take the appropriate methods course for each area of endorsement.

Vanderbilt students seeking teacher licensure must apply through the Peabody Office of Teacher Licensure and must meet licensure requirements in effect at the time of their graduation, which may be different from licensure requirements in effect at the time they entered Vanderbilt. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.



## **B.S. Degree Requirements**

### **Secondary Education (7–12 Licensure)**

*Liberal Education Core Requirements. 60 hours.*

[See explanatory material above and program of studies work sheets (available in the Office of Undergraduate Academic Affairs) for slight variations according to major.]

COMMUNICATIONS. *7 hours.*

One of: English 100W, 104W, 105W, 106W, 112W, 120W

One of: Communication Studies 100, 101

Plus: EDUC 2040

HUMANITIES. *9 hours.*

At least two of the fields listed below must be represented.

Humanities

Classics 130, 146

Humanities 140W, 141W, 150, 151, 156

Literature

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above (except 213, 214, 220)

Greek 210 and above

Latin 201 and above (except 225)

Portuguese 203 and above (except 207, 221, 222)

Russian 221 and above (except 257, 258)

Spanish 203, 231, and above

Theatre 100, 201, 202, 203, 204

Fine Arts (All Fine Arts courses except studio courses)

Music (All courses offered through Blair School of Music except studio courses)

Philosophy (All regular\* courses except 202, 244, 246)

Religion (All regular\* courses)

\*Special topics courses are not ordinarily acceptable to meet Liberal Education Core requirements. If you wish to consider using a special topic course, you must obtain prior approval. Independent study cannot be used to meet Liberal Education Core requirements.

MATHEMATICS. *6 hours.*

One Math sequence: Math 127a and b, or 133 and 140, or 140 and 180, or 150a and 150b

NATURAL SCIENCE. *8 hours.* At least one laboratory science course is required.

Biological Sciences 110a, 110b

Biology 100, 101, 105, 119, 129

Chemistry 100, 101a, 101b, 102a, 102b

Geology 100 or 101 or 104, 102, 103,

Molecular Biology 101, 190

Physics 104, 110a, 110b, 111a, 111b, 117a, 117b

Astronomy 101, 102, 105, 175

Plus: EDUC 2010

SOCIAL SCIENCES. 12 hours.

One of: History 170, 171, 173, 268, 269, 270, 272, 273, 274, 275, 279, 280

One of the fields below must be represented:

Anthropology 101, 103, 104, 206, 242, 265

Economics 260, 267, 287

History (Any non-American, non-European course)

Political Science 102, 210, 211, 212, 214, 215, 216, 217, 219, 221, 222, 225, 227, 228, 247

Sociology 101, 102, 151, 201, 202, 220, 230, 231, 233, 236, 239, 242, 248, 249, 255, 261, 265, 277

Plus: Social Science Elective (Any course from Anthropology, Economics, History, Political Science, Psychology, Social Science, Sociology)

Plus: Psychology 2320, Adolescence

LIBERAL EDUCATION ELECTIVES. 17 hours.

*Professional Education Core.* 17 hours.

EDUC 1020, 2310, 2320, 2920; SPED 1010; Teaching Methods course

*Field Experiences.* 13 hours.

EDUC 2330; EDUC 2292, 2703


*Additional hours toward major or electives.* 30 hours.



# Major in Special Education

CHAIR To Be Announced

PROFESSORS Anne L. Corn, Douglas Fuchs, Lynn S. Fuchs, Ted S. Hasselbring,  
Ann P. Kaiser, Daniel J. Reschly, Travis I. Thompson, Steven F. Warren  
RESEARCH PROFESSOR Irving Lazar, Teris K. Schery  
ASSOCIATE PROFESSORS Joseph J. Cunningham, Carolyn Hughes, Craig Kennedy  
RESEARCH ASSOCIATE PROFESSOR Paul J. Yoder  
ASSISTANT PROFESSORS Susan De La Paz, Eva M. Horn,  
ASSISTANT PROFESSOR OF THE PRACTICE Laura B. Davis  
RESEARCH ASSISTANT PROFESSORS Peggy P. Hester  
SENIOR LECTURER Joseph H. Wehby  
LECTURERS Heraldo V. Richards, Laurie Katz

 THE undergraduate program in special education prepares students to work with persons with disabilities and leads to licensure in special education. Students pursue an interdisciplinary major in exceptional learning with emphasis in one of the five specialty areas: mild and moderate disabilities (modified program), multiple and severe disabilities (comprehensive program), visual impairment, hearing impairment, or early childhood/ preschool. This major can be combined with other majors in Education, Human and Organizational Development, Cognitive Studies, Child Development, or Arts and Science. The program is field oriented and problem centered, with most professional courses requiring direct involvement with disabled children. Beginning in the freshman year, students observe and work in a variety of educational settings in local schools and in experimental classrooms on campus.

Vanderbilt students seeking teacher licensure must apply through the Office of Teacher Licensure at Vanderbilt and must meet licensure requirements in effect at the time of their graduation, which may be different from licensure requirements in effect at the time they entered the program. Each year, teacher licensure candidates should consult the current *Vanderbilt Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.

**B.S. Degree Requirements****Special Education**

Specializations are available in mild to moderate disabilities (grades K–12 modified program), multiple and severe disabilities (grades K–12 comprehensive program), visual impairment (grades PreK–12), hearing impairment (grades PreK–12), and early childhood/preschool (grades PreK–1). Total hours will vary depending on the area of specialization.

*Liberal Education Core Requirements. 60 hours.*

COMMUNICATIONS. *10 hours.* At least one English course is required. A communication studies course also is required.

One of: English 100W, 104W, 105W, 106W, 112W, 120W

One of: Communication Studies 100, 101

Plus: EDUC 2040 or approved substitute

Plus: SPED 2030 Introduction to Language and Communication

HUMANITIES. *9-11 hours.*

One Literature course:

Classics 130

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above (except 213, 214, 220)

Humanities 140W, 141W, 150, 151, 156

Latin 201 and above

Portuguese 203 and above (except 207, 221, 222)

Russian 221 and above (except 257, 258)

Spanish 203, 231, and above

One Fine Arts course:

Art

Music

Theatre 100, 201, 202, 203, 204

Plus: ENED 2910 or 2920, Children's/Adolescents' Literature

HMED 2250 Introduction to Art Education

MATHEMATICS. *9 hours.*

One of the Math sequences: Math 127a and 127b, or 140 and 180; or one Math course and PSY 2101

MTED 1120

NATURAL SCIENCE. *9-12 hours.* Two laboratory science courses are required.

Recommended courses are Chemistry 101a; Physics 110a and 111a; Biology 101; Nursing 160a, 160b

Other courses include Astronomy 101, 102, 105, 175; Biology 100, 105, 119, 129; Chemistry 100, 101b, 102a, 102b, 103a, 103b; Geology 100 or 101, 102, 103; Molecular Biology 102a, 102b, 190; Physics 110b and 111b, 117a, 117b, 121a, 121b

SOCIAL SCIENCES. 21 hours.

One of: History 170, 171

One of the fields listed below must be represented.

Anthropology 101, 104, 115

Economics 100, 101

History (Any non-American, non-European course)

Political Science 102

Sociology 101, 102, 103

Plus: EDUC 1020; SPED 1010, 2020; PSY 1630, 2310

LIBERAL EDUCATION ELECTIVES.

Any non-education course

### *Specializations.*

The following SPED courses are taken as part of the Liberal Education Core, but are also requirements in each area of specialization.

SPED 1010. Introduction to Exceptionality

SPED 2020. Family Intervention

SPED 2030. Introduction to Language and Communication

The following courses are required in each area of specialization.

SPED 2010. Introduction to Instructional Models

SPED 2110. Managing Academic and Social Behavior

SPED 2111. Practicum: Management

SPED 2900. Professional Seminar

SPED 2901 or 2911. Student Teaching

MODIFIED PROGRAM CORE.

SPED 1011. Practicum: Observation

SPED 2690. Special Topic. Accommodating Academic Diversity in Classrooms

SPED 2810. Assessment Strategies for Students with Disabilities

SPED 2811. Practicum: Assessment Strategies

SPED 2820. Instructional Procedures

SPED 2821. Practicum: Instructional Procedures

SPED 2830. Advanced Instruction Procedures

SPED 2831. Practicum: Advanced Instruction Procedures

One SPED elective selected by student and adviser.

COMPREHENSIVE PROGRAM CORE.

SPED 1011. Practicum: Observation

SPED 2300. Procedures for Students with Severe Disabilities

SPED 2301. Practicum: Procedures for Students with Severe Disabilities

SPED 2330. Procedures for Multiple Disabilities

SPED 2331. Practicum: Multiple Disabilities

SPED 2340. Procedures for Transition to Adult Life

SPED 2341. Practicum: Transition to Adult Life

SPED 2420. Functional Assessment Strategies

SPED 2421. Practicum: Functional Assessment Strategies

One SPED elective selected by student and adviser.

## VISUAL IMPAIRMENT PROGRAM CORE.

- SPED 1011. Practicum: Observation
- SPED 2500. Sensory Perception, Anatomy, Physiology, and Hygiene of Eye
- SPED 2510. Educational Procedures for Students with Visual Impairment
- SPED 2530. Braille Reading and Writing
- SPED 2540. Communication Skills for Students with Visual Impairment
- SPED 2550. Orientation and Mobility for Teachers of Visually Impaired
- SPED 2810. Assessment Strategies for Students with Disabilities
- SPED 2811. Practicum: Assessment Strategies

## HEARING IMPAIRMENT PROGRAM CORE.

- SPED 1011. Practicum: Observation
- SPED 2600. Audiology in Education
- SPED 2601. Laboratory: Audiology in Education
- SPED 2610. Speech Development and Improvement for Children with Hearing Impairment
- SPED 2620. Language and Literacy in the Deaf or Hard of Hearing Child
- SPED 2621. Practicum: Language and Speech Development of Children with Hearing Impairment
- SPED 2630. Educational Programming for Children with Hearing Impairment
- SPED 2631. Practicum: Educational Programming for Children with Hearing Impairment
- SPED 2640. Beginning Manual Communication
- SPED 2650. Advanced Manual Communication

## EARLY CHILDHOOD PROGRAM CORE.

- SPED 1011. Practicum: Observation
  - SPED 2330. Procedures for Students With Multiple Disabilities
  - SPED 2331. Practicum: Multiple Disabilities
  - SPED 2400. Early Education for Children with Disabilities
  - SPED 2401. Practicum: Early Education for Children with Disabilities
  - SPED 2410. Early Intervention for Infants with Disabilities
  - SPED 2420. Developmental Assessment Strategies
  - SPED 2421. Practicum: Developmental Assessment Strategies
- One SPED elective selected by student and adviser.

# Major in Human and Organizational Development

DIRECTOR OF THE PROGRAM Robert B. Innes

PROFESSORS Penelope H. Brooks, David S. Cordray, Robert L. Crowson, Terrence E. Deal, Paul R. Dokecki, James H. Hogge, Mark W. Lipsey, John R. Newbrough, Howard M. Sandler

PROFESSORS OF THE PRACTICE Dwight E. Giles, Jr., Sharon L. Shields


ASSOCIATE PROFESSORS John Braxton, Kathleen Hoover-Dempsey, Robert B. Innes, Richard L. Percy, Jeanne M. Plas

ASSOCIATE PROFESSORS OF THE PRACTICE Patricia Arnold, Janet S. Eyler, Edward A. Martin

RESEARCH ASSOCIATE PROFESSOR Georgine Pion

ASSISTANT PROFESSORS Kassie Freeman, Berta V. Laden

ASSISTANT PROFESSORS OF THE PRACTICE Bruce T. Caine, Gina L. Frieden

 THE Human and Organizational Development major is designed for students interested in careers that involve finding solutions to human problems in organizations and communities. Graduates are prepared to assume positions in corporations and businesses, government agencies, and non-profit organizations. Many students in the program enter graduate programs or professional programs in business, counseling, divinity, education, health promotion, human resource development, law, or medicine.

The curriculum is planned to ensure that students obtain a strong foundation in science and liberal arts, with emphasis on developing writing, oral presentation, and quantitative skills. Courses in the program's core curriculum concentrate on building basic skills in interpersonal communication, group leadership, organizational development, administration, and training. Students acquire an understanding of human behavior in groups, organizations, and larger systems.

In addition to the core curriculum, students select one of three areas of concentration that provide a focus for their study during the junior and senior years: Community Development and Social Policy, Health and Human Services, or Leadership and Organizational Effectiveness.

The program makes use of the active learning approach. Students learn new ideas and methods through seminars, simulation, role playing, case studies, field experiences, and interaction with professionals in the field. Students can test their understanding of what they have learned in a full-time internship in the senior year. Internships are conducted in Nashville, Atlanta, New York, San Francisco, Washington, D.C., and Cambridge, England.



## Curriculum

Students take a minimum of 120 hours, distributed as follows. [See explanatory material above and program of studies work sheets (available in the Office of Undergraduate Academic Affairs) for slight variations according to major.]

### *Liberal Education Core Requirements. 40 hours.*

COMMUNICATIONS. *6 hours.* At least one English writing course is required. A speech course is recommended.

English 100W, 104W, 105W, 106W, 112W, 120W  
Communication Studies (All regular\* courses)

HUMANITIES. *9 hours.* Three of the fields listed below must be represented. Human and Organizational Development majors must take Philosophy 100 or 105.

#### Survey Courses

African American Studies 101

American Studies 100

Classics 130, 146, 150

Computer Science 151

Humanities 140, 141, 150, 151

Art (All regular\* Fine Arts courses except studio courses)

Film Studies: French 210; Theatre 271

Foreign Language (All regular\* courses at intermediate level or above)

#### Literature

Classics 130, 146, 150

English 104W, 105W, 106W, 112W (if course is not already counted under Communications)

English 150, 151, 160, or 200-level literature courses

French 220 and above

German 118 and above (except 213, 214, 220)

Greek 210 and above

Humanities 105W, 106W, 107W, 108W; 140, 141, 150, 151, 156

Latin 201 and above (except 225)

Portuguese 203 and above (except 207, 221, 222)

Russian 221 and above (except 257, 258)

Spanish 203, 231, and above

Theatre 100, 201, 202, 203, 204

Music: DANC 110 and above; MUSC 106 and above; MUSL 140 and above

Philosophy 100 or 105 is required.

Religion (All regular\* courses except 246, 247, 249, 254, 294)

Women's Studies 150

MATHEMATICS. *6 hours.* One semester of statistics is required.

One of: Mathematics 127a, 127b, 133, 140, 150a, 150b, 155a, 155b, 165, 180

Statistics: Mathematics 127a, 128a; Psychology 209, 2101; Economics 201

NATURAL SCIENCE. *7 hours.* At least one laboratory science course is required. Any course or combination of the following, provided course content is not repeated. Check department listings for credit restrictions.

Biological Sciences 110a, 110b

Biology 100, 105, 119, 129

Chemistry 100, 101a, 101b, 102a, 102b, 104a, 104b

Geology 100, 101, 102, 103, 104, 106, 150

Physics 101, 110a and 111a, or 110b and 111b, 117a, 117b, 121a, 121b  
Astronomy 101, 102, 130, 175  
Nursing 150, 160a, 160b, 231

**SOCIAL SCIENCES.** 12 hours required. Human and Organizational Development majors must take Economics 100 and Political Science 100.

Anthropology (All regular\* courses except 205)

Economics 100, 101

History (All regular\* courses except 131)

Music Literature 147, 170, 171

Political Science 100, 101, 102

Psychology

Psychology 1200, 1500, 1700, 2310, 2320

Psychology 101, 211, 214, 215, 221, 222, 225, 231, 252, 261

Social Science 230, 232

Sociology (All regular\* courses)

Women's Studies 251

\*Special topics courses are not ordinarily acceptable to meet Liberal Education Core requirements and require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.

### *Human and Organizational Development Seminars.* 20–22 hours.

These seminars are listed in the Courses of Study section under Human and Organizational Development and will include the following topics:

- Advanced seminar in human development
- Application of theory to practical situations
- Career planning
- Communication and leadership skills
- Human service and private sector organizations
- Life-span human development
- Organizational and human resource development
- Public policy analysis
- Senior project
- Small group behavior
- Systematic inquiry

### *Practicum and Internship.* 12–18 hours.

The program includes a full-time internship (12–15 hours) and an optional 3-hour practicum experience.

### *Track.* 15 hours. (Students with a second major or Business Administration minor take 9 hours.)

A block of courses within the student's area of concentration: (1) Community Development and Social Policy, (2) Health and Human Services, and (3) Leadership and Organizational Effectiveness,

### *Electives.* 25–39 hours.



# Honors



## Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. The recipient is named by the Dean after consideration of faculty recommendation and overall academic achievements, as well as grade point averages of the year's highest ranking *summa cum laude* graduates.

## Academic Honors Designation

Honors, which are noted on diplomas and published in the *Commencement Program*, are earned as follows:

*Summa cum laude.* Students who earn a grade point average of 3.750 or better.

*Magna cum laude.* Students who earn a grade point average of 3.500 or better.

*Cum laude.* Students who earn a grade point average of 3.250 or better.

## The Dean's List

The Dean's List provides a means of recognizing outstanding academic performance in a semester. Students are named to the Dean's List if they achieve a minimum grade point average of 3.250 for Honors, 3.500 for High Honors, or 4.000 for Highest Honors, while enrolled for at least 12 graded hours with no temporary or missing grades.

## Kappa Delta Epsilon

Kappa Delta Epsilon is an honorary professional education society established in 1935 in Georgia. Kappa Delta Epsilon recognizes outstanding students preparing to enter teaching or related professions. The professional qualifications of members include appreciation of subject matter, ability to provide important contributions to selected professions, and scholarship. Membership is limited to sophomores, juniors, and seniors with a 3.000 or better grade point average.

*1998 Founder's Medalist Stephanie Jane Reim  
and Dean James W. Pellegrino*

## Kappa Delta Pi

Kappa Delta Pi is an education honor society organized in 1911 at the University of Illinois to foster excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education. Membership is limited to juniors and seniors with a grade point average of 3.500 or better, and graduate students with a grade point average of 3.750 or better. Candidates for membership must have completed at least 9 hours in education or psychology.

## Honor Societies for Freshmen

Freshmen who earn grade point averages of 3.500 or better for their first semester are eligible for membership in the Vanderbilt chapters of Phi Eta Sigma and Alpha Lambda Delta.

## Awards

DEPARTMENT OF TEACHING AND LEARNING AWARD FOR OUTSTANDING PROFESSIONAL PROMISE (SECONDARY EDUCATION). Awarded annually to the graduating senior in the Department of Teaching and Learning who has shown exceptional promise as a future teacher at the secondary school level.

DOROTHY J. SKEEL AWARD FOR OUTSTANDING PROFESSIONAL PROMISE (ELEMENTARY/EARLY CHILDHOOD EDUCATION). Awarded annually to the graduating senior in the Department of Teaching and Learning who has shown exceptional promise as a future teacher at the elementary school level.

SENIOR THESIS AWARD. Awarded to the graduating senior in the Human and Organizational Development Program who has submitted the most outstanding senior thesis. The winner is selected from a group of five finalists who make an oral presentation of their theses to a panel of five professors.

THE DEPARTMENT OF SPECIAL EDUCATION DISTINGUISHED ACADEMIC ACHIEVEMENT AWARD. Awarded annually to the graduating senior in the Department of Special Education who has exemplified the highest level of academic achievement.

THE DISTINGUISHED SERVICE IN SPECIAL EDUCATION AWARD. Awarded annually to the graduating senior in the Department of Special Education who, in his or her career at Vanderbilt, has exemplified the highest commitment to professional service.

THE PEABODY ALUMNI AWARD. Awarded by the Peabody Alumni Association to a member of the graduating class who has demonstrated outstanding qualities of scholarship and leadership.

THE WILLIS D. HAWLEY AWARD. Awarded by students of Peabody College to a senior who, in his or her career at Vanderbilt, has exemplified Peabody's commitment of service to others.

DEAN'S AWARD FOR OUTSTANDING SCHOLARSHIP. Awarded to each *summa cum laude* graduate.

YOUNG ALUMNI BOARD AWARD. Awarded by Peabody students to a senior who has demonstrated outstanding qualities of scholarship, leadership, and commitment of service

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to others. The recipient of this award represents the graduating class as a member of the alumni board for a two-year term.

**PSYCHOLOGY AND HUMAN DEVELOPMENT UNDERGRADUATE HONORS AWARD.** Awarded to the graduating senior who has successfully completed the Undergraduate Honors program in Cognitive Studies or Child Development and who has produced the best overall honor project.

**EXCELLENCE IN CHILD DEVELOPMENT AWARD.** Awarded to the graduating senior majoring in Child Development whose work in the opinion of the faculty of the Department of Psychology and Human Development exemplifies academic excellence.

**EXCELLENCE IN COGNITIVE STUDIES AWARD.** Presented annually by the Department of Psychology and Human Development to the graduating senior who most clearly exemplifies the goals of the Cognitive Studies Department.

Photo p.600

# Post-Baccalaureate Programs

**P**EABODY offers professional degree programs in the following areas. Details of the post-baccalaureate programs are published in the *Peabody College Catalog*, available on request from the Office of Admissions and Financial Aid at Peabody College.

<i>Major</i>	<i>Degree</i>	<i>Department</i>
Curriculum and Instructional Leadership	M.Ed., Ed.D.	Teaching and Learning
Early Childhood Education	M.Ed., Ed.D.	Teaching and Learning
Elementary Education	M.Ed., Ed.D.	Teaching and Learning
English Education	M.Ed., Ed.D.	Teaching and Learning
General Administrative Leadership	M.Ed., Ed.D.	Educational Leadership
Higher Education Administration	M.Ed., Ed.D.	Educational Leadership
Human Development Counseling	M.Ed.	Human Development Counseling Program
Human Resource Development	M.Ed., Ed.D.	Educational Leadership
Language and Literacy	Ed.D.	Teaching and Learning
Mathematics Education	M.Ed., Ed.D.	Teaching and Learning
Reading Education	M.Ed.	Teaching and Learning
Science Education	M.Ed., Ed.D.	Teaching and Learning
School Administration	M.Ed., Ed.D.	Educational Leadership
Secondary Education	M.Ed.	Teaching and Learning
Social Studies Education	M.Ed., Ed.D.	Teaching and Learning
Special Education	M.Ed.	Special Education

## **Five-Year Program in Human and Organizational Development and Human Development Counseling**

The combined five-year program in Human and Organizational Development (HOD) and Human Development Counseling (HDC) is designed to blend the undergraduate HOD program with the master’s level counselor preparation program in HDC. Students who successfully complete this combined program will earn their undergraduate B.S. degrees and also be professionally trained as human development counselors (with M.Ed. degrees) by the end of their fifth year at Peabody.





Under the combined five-year plan, HOD undergraduates take 18 credit hours of professional HDC courses during the senior year as part of the 120 hours required for the B.S. in human and organizational development. A fifth year (including summers) follows, during which students complete the additional 33 professional hours necessary for the 48-hour master's degree in human development counseling. Students who plan to pursue the five-year HOD/HDC program are required to abide by the following guidelines:

1. Students must make application to the HDC M.Ed. program by the end of the junior year.
2. Applicants must have a 3.000 grade point average, and must take the Miller Analogies Test (MAT) (required score of at least 50) or the Graduate Record Examination (GRE) (required composite score of at least 950) during the junior year as part of their application to HDC.
3. Applicants would begin taking the initial 15 hours of the master's degree in HDC during the senior year. (See curriculum below for the sequence of course work.)
4. Applicants may take no more than 15 hours of HDC professional courses for post-baccalaureate credit in the senior year. Applicants must have at least a *B* average in these courses for them to be counted toward the master's degree in HDC. Courses may not be transferred from another university as part of the 48-hour master's degree.

### Suggested Curriculum

HOD SENIOR YEAR (FALL AND SPRING).\* 15 hours.

- HDC 3310. Theories of Counseling [3]
- HDC 3470. Psychology of Careers [3]
- HDC 3660. Developmental Counseling Psychology [3]
- HDC 3760. Group Dynamics in HDC [3]
- HDC 3850. Pre-practicum in Counseling [3]

FIFTH YEAR (INCLUDING SUMMERS). 33 hours.

- HDC 3480. Addictions and the Human Services Professional [3]
- HDC 3510. Appraisal and Assessment [3]
- HDC 3670. Advanced Developmental Theory and Practice [3]
- HDC 3680. Counseling Diverse Populations [3]
- HDC 3750. Consultation in Human Service Settings [3]
- HDC 3840. Research in Counseling [3]
- HDC 3870. Practicum in Counseling [1-2]
- HDC 3890. Internship in Counseling [5-10]
- Professional Electives [9]

\* Students wishing to take HDC professional course work prior to the senior year must petition to do so.

# Courses of Study

## Human and Organizational Development

**1000. Applied Human Development.** Introduction to the processes of human development and how such development can be influenced. Emphasis is placed on social development and implications for solving personal and professional problems. Issues highlighted include attachment, intimacy, and parenting. Corequisite: HOD 1001. [3]

**1001. Intrapersonal Communication.** The course is designed for first semester freshmen. It includes exploration and clarification of values, setting personal objectives, and preliminary skill building in active listening, assertiveness, and conflict resolution. Corequisite: HOD 1000. [1]

**1020. Applied Human Development Laboratory: Values and Community Service.** Seminars and field experience designed to help students explore their values about community service and their responsibilities to other people. Students are involved in values clarification activities and volunteer work in the community. [1]

**1022. Applied Human Development Laboratory: Presentation Skills.** A skill-development seminar focused on developing oral presentation skills. Emphasis is placed on speaking skills, personal presentation style, and the use of media. [1]

**1024. Interpersonal Communication.** This course is designated for second semester freshmen. It provides skill development in interpersonal communication and group dynamics. Corequisite: HOD 1100. [1]

**1100. Small Group Behavior.** Designed to improve the student's ability to analyze behavioral patterns in groups such as leadership, coalitions and conflict, and the formation of consensus. The student is expected to improve his/her abilities by effective participation in the group as well as in written analyses. Problems for analysis are drawn from events in the group and from theoretical readings. Corequisite: HOD 1024. [3]

**1200. Understanding Organizations.** Introduction to theory and research on human behavior in organizations. Aimed at providing a framework for understanding the dynamics of organizations around the basic issues that confront all organizations (e.g., goal setting, work performance, leadership, decision making, managing change). [3]

**1400. Career Development and Planning.** Focuses on career planning. Includes values clarification, personal assessment, goal setting, and exploration of various types of positions and employment settings through lecture, reading, and site visits. [2]

**1410. Career Development II.** Survey of basic skills of career development focusing on job search strategies, résumé development, and interviewing skills. Students will search for and select an internship to be completed in the semester following this course. [1]

**1700. Systematic Inquiry.** Focuses on ways of knowing and gathering information to improve understanding and solve problems. Topics include focusing on a research question,

research design, program evaluation techniques, and quantitative and qualitative methodologies. [3]

**2000. Human Development Practicum.** An intensive practicum experience in a setting related to community service. Three contact hours per week required for each credit hour. Students will participate in a weekly seminar. [3]

**2100. Public Policy.** An exploration of the foundations of public policy, the policy process, and the factors that influence policy making at the national and state levels, with particular attention to the development of student analytic and writing skills. Prerequisite: Psci 100. [3]

**2240. Multicultural Issues in Contemporary Society.** This course broadly examines multiracial and multicultural issues so that students from a variety of disciplines will be able to benefit from the contents. The intent of the course, which draws on anthropological, educational, and organizational literature from a variety of popular readings, is to provide approaches, procedures, and techniques for gaining insight and understanding into different racial and cultural groups in order to promote acceptance of diversity in various environments, such as the classroom, or profit-making or nonprofit organizations. [3]

**2260. Economics of Human Resources.** An introduction to economics, with heavy emphasis on microeconomics of the family, household, consumer, and business firm. Applications to the economics of government, poverty, discrimination, labor markets, the environment, education, and other human resource and human development topics will be included. The class will be primarily lecture format with some small group interactions and discussions. [3] (Not offered 1998/99)

**2410. Theories of Counseling.** Basic overview examines client, counselor, and situational variables. The primary focus is on the prevailing theories of counseling and psychology. Each theory is examined in terms of its psychological assumptions, theoretical tenets, and various techniques. [3]

**2420. Human Effectiveness Training.** This course explores a conceptual framework for human relations training and teaches skills of effective counseling and effective techniques for dealing with the unacceptable behavior of others and for the modification of the environment. It also covers skill building in the areas of problem solving and non-power conflict resolution. Additional focus is placed on value clarification and methods of resolving conflicts of values in relationships. The theoretical model employed in this course is highly appropriate for teachers, counselors, parents, nurses, administrators, and all others interested in becoming more effective human beings. [3]

**2430. Guidance: Principles, Problems, and Administration.** The nature and functions of an effective school guidance program. Required for school counselor licensure. [3]

**2470. Introduction to Community Psychology.** Literature and research in community psychology. History of the specialty, theories of community, models of intervention, community research strategies, ethnopsychology, and community development. [3]

**2500. Health and Human Service Professions.** Survey of health and human services careers; types of client populations and human problems covered; range of treatment and intervention approaches; professional issues including credentialing, certification, ethics and legal parameters, range of human service settings including the organizational arrangements, and professional cultures distinctive to health and human services agencies. [3]

**2505. Counseling Theory and Techniques.** (Not open to HDC majors) Intended for individuals who find themselves in a position to be helpful to others, but who lack the training and skills of the professional counselor. Focuses on a theoretical model for helping and the research and skills that support it. A major emphasis will be placed on an experiential com-

ponent that will develop listening and responding skills in a laboratory setting under supervision. [3]

**2510. Health Service Delivery to Diverse Populations.** This course will focus on the study of value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, social class, race, geography, and developmental state, and how this relates to health status and health service needs. This course will provide students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people. [3]

**2520. Communications Skills for Health and Human Service Professions.** This course focuses on a conceptual model for interpersonal effectiveness. Topics include training in listening skills, assertiveness skills, and conflict resolution. The course material will be presented in a manner that facilitates personal growth and also provides tools which contribute to professional growth. The format will be highly experiential. [3]

**2530. Introduction to Health Promotion.** This course is designed to enhance the student's understanding of health promotion concepts that relate directly to improved lifestyle behavior change and disease risk reduction. In addition, health promotion program development, program management, and program initiatives in a variety of settings will be addressed. [3]

**2540. Introduction to Sports Medicine.** Current topics in Sports Medicine, with an emphasis on prevention, management, and rehabilitation, and administrative aspects of sports medicine. [3]

**2545. Women in Sports: History, Issues, Controversies, and Contributions to Leadership.** This course will provide the opportunity to study the history of women in sports and to explore the implications that women's sports participation has on the individual, on institutions, and on society. In addition, such issues as governance and policy in women's sports, gender, contributing factors to leadership qualities, physiological perspectives, psychological perspectives, sport economics, and sport in the global community will be addressed. [3]

**2580. Health and Human Services Seminar.** Exploration of selected topics related to the health and human services track of the Human and Organizations Development Program. May be repeated for credit with change of topic. [3]

**2600. Social Problems I: Community and Social Perspectives.** Examines social problems from the perspectives of community psychology, social psychology, and sociology. Explores the definition, magnitude, effects, and causes of a social problem; community and social interventions that might be used to bring about change; and preparation of a set of recommendations for social policy at the local, state, and federal levels. Serves as the first core course in the community development and social policy track of the Human and Organization Development Program. [3]

**2610. Social Problems II: Political, Economic, and Legal Aspects.** This course examines the role of politics and economics in shaping our conceptions of social problems and the solutions proposed to address them. It will focus on providing students with a working knowledge of the tools of policy analysis used by economists and political scientists. [3]

**2620. Action Research and Program Evaluation.** This is a speciality core requirement for the Community Development and Social Policy (CDSP) track in the Human and Organizational Development program. Course teaches policy-relevant field research methods in the context of action science. Students do an actual research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of the research as a team of a fictitious consulting organization. [3]

**2630. Proposal Preparation.** Proposals are necessary in most organizations when new projects or proposed projects are considered for adoption. The course uses grant proposal writing as a way to operationalize the generic process of proposal preparation. There are three goals: to provide a team work experience consulting with a client organization; to provide the opportunity to analyze a problem and design a program to solve it; and to write a program proposal as a team. [3]

**2650. Reforming America's School.** An in-depth examination of the challenges facing public education in the United States and the reforms that are reconfiguring the nation's elementary and secondary schools. Students explore the status and problems of American education, contexts of school reform, recent federal and state policy initiatives, and school restructuring. [3]

**2680. Community Development and Social Policy Seminar.** Exploration of selected topics related to the community development and social policy track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

**2690. Special Topics in Human and Organizational Development.** Exploration of special issues on topics related to human development. May be repeated for credit with change of topic. [1–3]

**2700. Leadership Theory and Practice.** A systematic study of the formal theories and models of the leadership process and the research supporting and challenging them. Students will complete a wide range of leadership self-assessments; design a leadership self-development plan; and participate in individual and group problem solving, decision making, conflict resolution, and performance appraisal simulations and case studies focusing on personal and organizational effectiveness. Prerequisite: HOD 1200 and 1700. [3]

**2710. Challenges of Leadership.** This course is designed as an extension of the study of leadership theory and practices begun in HOD 2700. The course is conducted in two versions, one built around intense self-assessments conducted in seminar groups of 15, the other designed around case studies and experiential learning activities in classes up to 30 students. Each format provides opportunities to investigate leadership concepts introduced in HOD 2700 in more depth. Prerequisite: HOD 2700. [3]

**2720. Advanced Organizational Theory.** A comprehensive study of current theories and applied research in organizational effectiveness. Emphasis is on the principles and practices of organizational restructuring, organizational development and planned changes, systems and processes, self-managed teams, and Total Quality. Experiential learning through simulations and field work will reinforce systematic inquiry, strategic planning, and applied organizational assessment skills. Prerequisite: HOD 1200 and 1700. [3]

**2730. Introduction to Human Resources Development.** An introduction to the theory and practice of human resource development (design and implementation of training in corporate or human service organizations). Special emphasis on roles played by HRD professionals and concepts and skills needed for entry into the profession. Prerequisite: Either HOD 2700 or 2720. [3]

**2740. Human Resource Management.** A comprehensive survey of human resource management theory, procedures, and practices, with emphasis on the organizational leader's role and responsibilities for recruiting and selection, placement and career development, employee relations, labor relations, performance appraisal, compensation and benefits, workplace ethics, equal employment opportunity, safety and health, legislation and workplace regulations, development of personnel policies and practices, and the techniques of strategic human resource planning. Prerequisite: HOD 2700 and 2720. [3]

**2750. Managing Organizational Change.** This course focuses on organizational development philosophy and practices of planned change, and the theory and techniques of organizational consulting. Students will participate in simulations and actual organizational development interventions. Prerequisite: HOD 2700 and 2720. [3]

**2760. Creativity and Entrepreneurship.** This course provides advanced students of organizations with an understanding of entrepreneurship by encouraging thinking “outside the box.” It is designed to teach students how to create their own businesses, to live and work outside the “bureaucracy,” to think creatively, to dream about new ideas and new ventures, and to appreciate the challenges to entrepreneurial thinking and acting. Prerequisite: HOD 2700 and 2720. [3]

**2770. Leadership and Change in International Organizations.** This course will serve as an introduction to issues of leadership in international organizations. The course will focus on human resource dimensions of organizational leadership generally, but with an emphasis on international organizations (public and private sector). The problem-based cases used in the course will expose students to issues facing American managers who are working in transnational and multinational organizations. Prerequisite: HOD 2700 and 2720. [3]

**2780. Leadership and Organizational Effectiveness Seminar.** Exploration of selected topics related to the leadership and organizational effectiveness track of the Human and Organizational Development Program. May be repeated for credit with change of topic. Prerequisite: HOD 2700 and 2720. [3]

**2890. Ethical Issues in Human Service.** Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed. [3]

**2900. Human Development Internship.** An intensive work experience that involves working four days per week for one semester. Students will work in internship settings four days per week. The internship includes completion of a specific project for the organization. Corequisite: HOD 2910. [3–6]

**2910. Advanced Seminar in Human and Organizational Development.** Provides an opportunity to integrate human development theory, knowledge, and skills by applying them to the solution of problems in internship settings. Corequisite: HOD 2900. [3]

**2920. Theoretical Applications of Human and Organizational Development.** Students complete assignments and structured activities that demonstrate their ability to apply theories and skills acquired in seven Human Development Program core courses to understanding situations and solving problems that naturally occur during their internship experience. Must be taken in conjunction with the Human Development Program internship. Prerequisite: HOD 1000, 1100, 1200, 1700, 2100. [3]

**2930. Senior Project.** Students complete a specific project or assemble a portfolio that demonstrates their professional competence in their area of specialization. The portfolio includes written products and a videotape oral presentation on a topic appropriate to the student’s area of specialization. [3]

**2960. Senior Thesis.** [3]

**2980. Readings and Research for Undergraduates.** Individual programs of reading or the conduct of research studies in human resources. Consent of faculty adviser required. May be repeated. [1–3]

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## Psychology and Human Development

**1200. Minds, Brains, Contexts, and Cultures.** An introduction to the cognitive studies major. Readings, lectures, and discussions are focused on thinking and understanding, especially as related to the brain, immediate context, and culture. These topics are considered from a variety of perspectives, including those taken from philosophy; literature; cognitive, social, and developmental psychology; sociology; psychiatry; and cultural anthropology. [3]

**1300. Cognition and Instruction.** The nature of human cognition, particularly the implications for the design and facilitation of the teaching and learning process. Major theories and research on thinking, learning, and cognitive development with illustrations of how they relate to teaching and the acquisition of expertise in content areas such as reading, mathematics, and science. Students will have an opportunity to explore innovative instructional technologies and the process of translating cognitive theory into instructional practice. [3]

**1500. Cognitive Aspects of Human Development.** Introduction to research and theory in cognitive development throughout the life span. Emphasis on early and middle childhood. Topics include development of language, memory, sensation and perception, problem solving, reading and writing, and logical-mathematical reasoning. Will consider applications of theory to developmental disorders and education. Prerequisite: PSY 1200 or 1630. [3]

**1600. Psychology of Thinking.** An in-depth exploration of theories and basic research concerning how young adults (i.e., college students) think, reason, and solve problems. Major topics include memory, categorization, reasoning, decision making, problem solving, and expertise. Includes one laboratory period per week [PSY 1601]. Prerequisite: one previous course in cognitive studies (i.e., PSY 1200, 1300, or 1500). Corequisite: PSY 1601. [4]

**1601. Psychology of Thinking Lab.** Corequisite: PSY 1600. [0]

**1630. Developmental Psychology.** An overview of human development emphasizing the period from conception through adolescence. Course content includes research methods as well as in-depth coverage of selected topics in cognitive, social, emotional, and physical development. [3]

**1700. Social and Emotional Context of Cognition.** An exploration of such social factors as the individual's values, beliefs, and emotions and their contributions to the basic cognitive processes involved in social perception, complex decision making, and problem solving. Topics include the social construction of perceived reality, attitude formation and change, heuristics and biases in social inference, and the role of emotion in coping and problem solving. [3]

**1750. Social and Personality Development.** An overview of basic concepts and current research in social and personality development. Specific topics include research methods, development of self, social cognition, achievement motivation, prosocial behavior, moral development, aggression, gender role development, family and cultural influences. Prerequisite: PSY 1630 or 1200. [3]

**1800. Freshman Seminar in Cognitive Studies.** Provides an overview of the major philosophical themes addressed in the cognitive studies major and introduces students to the variety of research activities in which current students are engaged. Open only to freshmen. [1]

**2000. Language and Representational Systems.** Intended to give students understanding of and appreciation for the roles that language and representational systems play in society. The roles look somewhat different depending on the disciplinary perspective that is adopted. Students are exposed to the particular issues and concerns about language and

symbol systems that are the focus of different disciplines, such as psychology (cognitive, organizational, developmental, therapeutic) philosophy, linguistics, pedagogy (reading, writing), mathematics, and communications. Pre- or corequisite: PSY 1600. [3]

**2100. Advanced Topical Seminar.** An advanced seminar intended for juniors and seniors in which a particular topic within cognitive studies is considered in depth. Topics vary. May be repeated for credit. Prerequisite: PSY 1600. [3]

**2101. Introduction to Statistical Analysis.** Introductory course emphasizes selection, application, and interpretation of measures of relative frequency, location, dispersion, and association. Approaches to statistical inference. Prerequisite: proficiency in high school algebra. [3]

**2102. Statistical Analysis.** Second course in statistics for upper division undergraduates and professional students in education, counseling, special education, and related social and behavioral sciences. One factor and two factor analysis of variance designs, goodness of fit and contingency analyses, measures of general and linear regression. Inferences concerning means, variances, proportions, and correlations are emphasized. Prerequisite: PSY 2101. [3]

**2120. Introduction to Psychological Testing.** Introductory course to give the conceptual framework for more applied courses in appraisal and for advanced study in measurement theory. Survey of most frequently used methods of measuring individual differences. Prerequisite: PSY 2101. [3]

**2230. Family, Career, and Gender.** (Also listed as HOD 2230) Examines theory, research, and policy literature pertinent to family development, career development and intersections between the two, particularly as they are influenced by gender. Focus on child and adolescent socialization, family and career decision making, work commitment and values, parent-child relations, family role sharing and conflict, and workplace policies related to employees' career and family commitments. [3]

**2250. Infancy.** The behavior and physiological development of infants reflect a complex interaction between evolutionary history and genetics, prenatal environmental influences, and early post-natal experience. An overview of each of these topics is provided through classroom discussions and reading assignments focusing on recent empirical studies and major theoretical issues. Prerequisite: PSY 1630. [3]

**2260. Childhood.** Covers major human developmental topics and issues pertinent to children ages 2-12. Topics include cognitive and social development, gender, friendship, self-disclosure, lying, moral development, and self-concept. Prerequisite: PSY 1630. [3]

**2310. Educational Psychology.** Applications of psychological theories and research to classroom settings. Cognitive development, problem solving and critical thinking, learning theories, motivation, social contexts, individual differences, classroom issues, evaluation issues. Prerequisite: PSY 1630 or PSY 101 or PSY 1200. [3]

**2320. Adolescent Development.** Examines theory, research, and other literature pertinent to the development and education of adolescents (ages 12–19). Specific topics include cognitive and social development; issues in identity, intimacy, autonomy, and sexuality; family-adolescent relationships; peer relationships; and school achievement and organization. [3]

**2470. Introduction to Community Psychology.** (Also listed as HOD 2470) Literature and research in community psychology. History of the specialty, theories of community, models of intervention, community research strategies, ethnopsychology, and community development. [3]



**2510. Experimental Research Methods in Child Development.** Focuses on how experimental methods are used to understand processes of child development. Through readings, class discussion, writing, and research experiences, the class considers excellent examples of classic and contemporary experimental studies of child development. Prerequisite: PSY 1630 or 1200. [3]

**2520. Observational Research Methods.** An introduction to the theoretical and methodical issues concerning observational/descriptive studies of behavior. Students conduct a research project using observational methods. Prerequisite: PSY 1630 or 1200. [3]

**2530. Psychometric Methods.** Covers the fundamental concepts of psychological measurement and testing, examines a sample of most important psychometric instruments in current use, provides observation of testing, and considers knowledge essential to making wise use of testing information in research and applied child development settings. Prerequisite: PSY 1630 or 1200. [3]

**2600. Applied Child Development.** Survey of major theories and research in child development from birth through adolescence. Emphasis on application of child development knowledge to practical situations (i.e., parenting, teaching, divorce, day care and pre-school programs, children in hospitals). Prerequisite: PSY 1630. [3]

**2610. Ethical and Moral Development.** Examines research on the development of ethics and moral behavior in children and youth. Current theoretical approaches will be discussed as well as the role of the family, peers, church, and school. Prerequisite: PSY 1630 or PSY 101. [3]

**2690. Special Topics in Psychology.** Advanced exploration of a psychological orientation to current issues. May be repeated. [1–4]

**2691. Developmental Neuroscience.** (Also listed as A&S PSY 269a) An introduction to normal brain development with examples of abnormal development. Topics include cell division, migration, cell death, synapse formation, plasticity, and developmental disability syndromes. Prerequisite: PSY 233 for undergraduates; instructor's permission for graduate students. [3]

**2692. Developmental Psychobiology.** (Also listed as A&S PSY 269b) Description, causes, and consequences of disorders in neurobehavioral development. Basic concepts of psychology and neuroscience are used to explore the nature of developmental disabilities, their prevention, and management of disabling conditions. [3]

**2820. Field Work in Psychology for Undergraduates.** Offered to provide field experience appropriate to the student's interests. Open only to students majoring in psychology. May be repeated. Consent of instructor required. [1–3]

**2890. Ethics for Human Development Professionals.** (Also listed as HOD 2890) Normative evaluation of ethical issues in serving human needs. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public. [3]

**2901. Research Seminar.** The student learns about scientific research methods and proposes and writes a thesis addressing a particular issue within cognitive studies. The course is devoted to selecting a topic, proposing a suitable thesis study, conducting the study, and writing the final thesis. May be taken in conjunction with PSY 2980 (Independent Study). This course is normally taken in spring of the junior year. Participants in the Honors Program take a special section of this course in fall of the junior year. In this special section, Honors majors design and propose their Honors Thesis projects, which they then conduct and write up during subsequent semesters. Prerequisite: PSY 1600 or 1630. [3]

**2960. Special Project.** Empirical research or in-depth library research on a particular topic in cognitive studies determined by the student in conjunction with the major professor. [3-6]

**2980. Readings and Research for Undergraduates.** Individual programs of reading and research on a particular topic in psychology. May be repeated. Consent of instructor and completion of Individual Learning Contract required. [1-3]

## Special Education

**1010. Introduction to Exceptionality.** Examines issues and trends in special education and overviews the characteristics of persons with disabilities. Essential issues and theories relating to special education and the development of exceptional persons with special attention to normal and atypical human development. Multi-cultural, humanistic, and legal issues are addressed. [3]

**1011. Practicum: Observation.** Field experience with discussion of a variety of special education programs and teaching strategies. Classroom observations which focus on a wide range of disabilities and service delivery models. Required for special education majors. [1]

**2010. Introduction to Instructional Models.** An overview of instructional models that can be used with difficult-to-teach and disabled students. Emphasis is placed on instructional models that have empirical support for their effectiveness, facilitate continuous monitoring of student progress, and are amenable to the use of technology. Prerequisite: SPED 1010, 1011, consent of instructor. [3]

**2020. Family Intervention.** An overview of different approaches, current issues, and problems involved in working with and supporting families. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. [3]

**2030. Introduction to Language and Communication.** (Also listed as ENED 2030) Overview of normal language development, psycholinguistic terminology and research, speech and language disorders and their remediation, and specific intervention procedures for the development of speech and language skills in children and youth. [3]

**2110. Managing Academic and Social Behavior.** This course is designed to prepare students to manage classroom behavior using behavioral principles. Definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress are presented. Emphasizes procedures for increasing academic and socially appropriate behavior through classroom activities. Students apply their skills in classroom settings. Prerequisite: SPED 1010. Corequisite: 1 hour of SPED 2111. [3]

**2111. Practicum: Management.** Application of behavioral principles to classroom strategies. Planning, implementing, and evaluating instructional procedures for academic and social behavior. Corequisite: SPED 2110. [1]

**2300. Introduction to Students with Severe Disabilities.** Provides information on the nature and needs of individuals with severe/profound disabilities and the roles of federal, state, and local agencies in providing services to this population. Emphasis is placed on strategies for the acquisition and generalized use of age appropriate functional skills in natural

community-based settings. Methods for developing and implementing individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation/leisure, vocational and general community living skills. [3]

**2301. Practicum: Procedures for Students with Severe Disabilities.** Field-based application of correlated course content to assessing, planning, implementing, and evaluating instructional procedures for students with severe disabilities. Corequisite: SPED 2300. [1]

**2330. Procedures for Students with Multiple Disabilities.** Overview of the causes, treatment, education, and management of individuals with multiple disabilities; including neurological impairments resulting in physical disabilities, sensory impairments, and the combination of these. Emphasis is placed on environmental adaptations and direct training needed to maximize independence as determined through systematic ecological inventories for individual students. Information is provided on physical and medical management of these students in educational settings. Corequisite: SPED 2331. [3]

**2331. Practicum: Multiple Disabilities.** Field-based application of correlated course content to placement of students with multiple disabilities. Adaptations and direct procedures of assessing, planning, implementing, and evaluating instructional procedures for students with multiple disabilities. Corequisite: SPED 2330. [1]

**2340. Procedures in Transition to Adult Life.** Overview of history, legislation, and practice in the areas of community and employment integration for persons with disabilities. Emphasis on various strategies for promoting a successful transition from school to life. Students are required to develop instructional plans for integration within the community. Students will apply their skills in community or classroom settings. Prerequisite: SPED 2110. Corequisite: SPED 2341. [3]

**2341. Practicum: Transition to Adult Life.** Field-based application of correlated course content to instructional strategies. Assessing, planning, implementing, and evaluating instructional procedures for community and employment integration. Corequisite: SPED 2340. [1]

**2400. Early Education for Children with Disabilities.** Overview of issues related to early intervention for preschool-aged children with disabilities; typical and atypical development in the preschool years; methods of designing individualized, functional instruction appropriate for a range of service delivery options; consultation models for early intervention; and transitions to next environment. Corequisite: SPED 2401. [3]

**2401. Practicum: Early Education for Children with Disabilities.** Field-based application of correlated course content to classroom strategies. Assessing, planning, implementing, and evaluating instructional procedures for young children with disabilities. Corequisite: SPED 2400. [1]

**2410. Early Intervention for Infants with Disabilities.** Typical and atypical development in infancy; methods for designing individualized family service plans; method of service coordination; strategies for working with team members from other disciplines; program evaluation. [3]

**2420. Functional Assessment Strategies.** Assessment instruments, approaches, and strategies useful for infants and preschool children with disabilities, individuals with sensory impairments, and individuals with severe disabilities; psychometric procedures for evaluation of assessment instruments; strategies for conducting ecological assessments; and use of assessment information to design instructional programs. Corequisite: SPED 2421. [3]

**2421. Practicum: Functional Assessment Strategies.** Experience conducting assessments for children and/or adolescents with disabilities and using assessment information to design instructional goals and objectives. Corequisite: SPED 2420. [1]

**2500. Sensory Perception, Anatomy, Physiology, and Hygiene of Eye.** Medical lectures and laboratory demonstrations by an ophthalmologist, with educational implications presented by an educator. Demonstrations and practice in vision screening. Guided observations in clinics and educational settings. Visual perception and perceptual development. [3]

**2510. Educational Procedures for Students with Visual Impairment.** Introduction to the literature, history, principles, programs, practices, and problems in the field. Administration, curricular, and methodological adaptations for various educational programs. The education of individuals with visual impairment and other accompanying disabilities. [3]

**2530. Braille Reading and Writing.** Basic communication skills for individuals with visual impairment. Basic mastery of braille for teaching. [2]

**2540. Communication Skills for Students with Visual Impairment.** Emphasis on research on methods of teaching communication skills and communication technology. Preparation of materials for the visually impaired. Prerequisite: working knowledge of braille. Consent of instructor required. [3]

**2550. Orientation and Mobility for Teachers of the Visually Impaired.** Lectures, discussions, and simulated activities in teaching orientation, mobility concepts, and skills to visually impaired individuals. Offered by a mobility specialist. [3]

**2600. Audiology in Education.** Introduction to the current issues and trends concerning the role of the audiologist in the public school setting. Review of the anatomy and physiology of the ear and common pathologies. Emphasis on early identification and intervention, inservice education, amplification, and the roles of federal, state, and local agencies in providing services to the learning-disabled, hearing-impaired students. [3]

**2601. Laboratory: Audiology in Education.** Demonstration and hands-on experience with personal and classroom amplification systems. Operation and troubleshooting of amplification systems commonly used in a classroom setting. Specifically, hearing aids, FM systems, assistive listening devices, vibrotactile devices, and cochlear implant will be demonstrated. Co- or prerequisite: 2600. [1]

**2610. Speech Development and Improvement for Children with Hearing Impairment.** Anatomy, physiology, and acoustic features of speech, normal development of speech sound production, phonological processes, and system of orthography of speech sounds. Acquisition of basic speech teaching skills for development of effective oral communication in children with hearing impairment (Ling's Seven-Stage Model, speech reading, and auditory enhancement techniques). [3]

**2620. Language and Literacy in the Deaf or Hard of Hearing Child.** Maximizing the language and literacy development of the child with mild to profound hearing loss. Language, reading, and writing assessment and intervention methods. Co- or prerequisite: 2030. [3]

**2621. Practicum: Language and Speech Development of Children with Hearing Impairment.** Assessment, planning, and implementing procedures for speech and language acquisition for children with hearing impairment. Application of theoretical concepts to classroom strategies. [1]

**2630. Educational Programming for Children with Hearing Impairment.** Instructional methods and strategies for adapting classroom learning environments for children with hearing impairment. Behavior management, auditory management, curriculum assessment, and lesson planning. [3]

**2631. Practicum: Educational Programming for Children with Hearing Impairment.** Application of theoretical information on classroom management, planning, and instruc-

tion, including academic curricula, amplification use, environmental assessment, and communication facilitation within a classroom setting. [1]

**2640. Manual Communication (Beginning).** Develops minimum competence in manual communication modes, both finger spelling and signing. Preservice experience for majors in special education who intend to work with hearing-impaired and disabled populations with major communication problems. Laboratory experience included. [3]

**2650. Advanced Manual Communication.** Second course in manual communication which includes sign vocabulary, grammatical structures, and idioms of American Sign Language. A comparative study of the use of signs in English order is included. Provides opportunities to become fluent signer of both English and American Sign Language. Prerequisite: SPED 2640. [3]

**2690. Special Topics in Special Education.** Study of selected topics or issues related to special education such as teaching culturally or linguistically diverse learners, accommodating academic diversity in classrooms, or augmentative communication techniques. [3]

**2810. Assessment Strategies for Students with Disabilities.** Overview of educational measurement, theory, and practice in the assessment of learning problems. Assessment and monitoring of student progress using both standardized and non-standardized instruments. Interpretation and incorporation of curriculum-based assessment methodology for the development of instructional programs is required. Synthesis of assessment data for dissemination to professionals and parents is demonstrated. Students apply skills in classroom settings. Prerequisite: SPED 1010 and PSY 2310 or 2320. Corequisite: 1 hour of SPED 2811. [3]

**2811. Practicum: Assessment Strategies for Students with Disabilities.** Experience in measuring student performance in classroom settings. Prerequisite: SPED 1010, 1011, 2010, consent of instructor. Corequisite: SPED 2810. [1]

**2820. Instructional Procedures.** Presents empirically validated instructional procedures to address the academic deficits of students with disabilities. Integration of explicit teaching procedures, direct instruction, and instructional design principles that apply to a range of academic domains of reading, spelling, and written expression. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Students will apply their skills in classroom settings. Prerequisite: SPED 1010, 2010, 2110, 2810. Corequisite: 1 hour of SPED 2821. [3]

**2821. Practicum: Instructional Procedures.** Field-based application of correlated course content to classroom strategies. Planning, implementation, and evaluating instructional procedures for students with mild to moderate disabilities. Corequisite: SPED 2820. [1]

**2830. Advanced Instructional Procedures.** Emphasis on assessment, teaching, monitoring, and evaluation of individual educational programs within group instructional settings. Focuses on explicit teaching procedures, direct instruction, and instructional design principles that apply to the academic domains of math, science, and social studies. Prerequisite: SPED 1010, 2010, 2110, 2810, 2820. Corequisite: SPED 2831. [3]

**2831. Practicum: Advanced Instructional Procedures.** Field-based application of correlated course content to assessing, planning, implementing, and evaluating instructional procedures for procedures which integrate individualized educational plans in group instructional environments. Corequisite: SPED 2830. [1]

**2900. Professional Seminar.** Students complete assignments and structured activities that demonstrate their ability to apply theories and skills acquired during the core courses

of the exceptional learning major. Emphasis is placed on understanding situations and solving problems that naturally occur during the student teaching experience. Students assemble a portfolio that demonstrates their professional competence in their area of specialization. Must be taken during the student teaching semester. Corequisite: SPED 2901, 2911. [3]

**2901. Student Teaching in Special Education and Education.** (Also listed as EDUC2704) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. Corequisite: SPED 2900. [9–10] (*Pass/Fail grade*)

**2911. Student Teaching in Special Education.** Observation, participation, and classroom teaching for undergraduate students in any area of exceptionality. Placements are dependent on license areas. Prerequisite: Admission to student teaching. Corequisite: SPED 2900. [9–10] (*Pass/Fail grade*)

**2960. Individual Study in Special Education.** Semi-independent study of selected topics in special education. May be repeated. Consent of instructor required. [1–3]

## Teaching and Learning

### Education

**1020. Society, the School, and the Teacher.** Introduces the relationship between society's goals and those of the school. Studies the community setting and the school, the social, political, and instructional organization of a school, and the roles and values of a teacher. Field experience. [3]

**2010. Health and Well Being of School-Age Children.** Provides information to increase understanding of the biological, social, emotional, and environmental factors that promote wellness in school-age children. Addresses the important health issues facing children. Students will acquire effective teaching strategies for health education. Students must present to the instructor current Red Cross certificates for first aid and CPR no later than the last class meeting of the semester. (Contact a Red Cross facility for times and fees of first aid and CPR courses.) [1]

**2040. Introduction to Classroom Technologies.** An introduction to various technologies used in classrooms with emphasis on microcomputer-based systems. Meets licensure requirements for preservice teachers. [1]

**2070. Practicum in Early Childhood Education Language Arts.** Observation, participation, and teaching in childhood education centers. May be repeated to provide experiences at different levels. [1]

**2080. Practicum in Early Childhood Education Sciences.** Observation, participation, and teaching in childhood education centers. May be repeated to provide experiences at different levels. [1]

**2120. Parents and Their Developing Children.** Examines the needs and characteristics of young children, birth through age eight, and the needs of parents and ways that parents can address their children's needs. Emphasis on parental involvement and strategies for working with parents in educational settings. [3]

**2130. Early Childhood Education: Programs, Curriculum, Teaching.** Students become familiar with a variety of program models for young children and engage in curriculum development and instructional planning. [3]

**2140. Infants and Toddlers: Programs, Curriculum, and Teaching.** Examination of how out-of-home settings combine care and stimulation for infants and toddlers in developmentally appropriate settings. Focus is on quality programs that provide physical protection, emotional support, cognitive stimulation, and health environments with parental involvement. Policy, advocacy, disease prevention, and training issues are addressed. [3]

**2150. Reading in Elementary Schools.** Designed to develop knowledge of reading skills and developmental reading approaches. Students evaluate diagnostic information to plan and implement reading instruction in tutorial and classroom settings. Corequisite: 1 hour of EDUC 2210. [3]

**2170. Language Arts in Elementary Schools.** Diagnostic procedures and pupil activities for listening, speaking, writing, handwriting, spelling, grammar, and usage. Corequisite: EDUC 2150 and 1 hour of 2210. [3]

**2200. Methods of Language Development and Beginning Reading in ECE.** Introduction to strategies and materials useful in developing receptive and productive language abilities and concepts in young children, using formal and informal assessment techniques. Prerequisite: EDUC 2150 or equivalent. Corequisite: EDUC 2070. [3]

**2210. Practicum in Elementary Language Arts.** Field experience in a variety of school, grade level, and instructional settings, designed to integrate and apply teaching skills developed in the elementary education degree program. Must be taken with the elementary education language arts methods courses block. May be repeated to a total of 3 hours. [1]

**2220. Practicum in Elementary Sciences.** Field experience in a variety of school, grade level, and instructional settings, designed to integrate and apply teaching skills developed in the elementary education degree program. Must be taken with the elementary education sciences methods courses block. May be repeated to a total of 3 hours. [1]

**2270. Managing Instructional Settings.** Examines several planning and management philosophies and a variety of practices for use with early childhood and/or elementary school students. [2]

**2290. Student Teaching Seminar: Elementary.** Seminar to accompany EDUC 2701. [3]

**2291. Student Teaching Seminar: Early Childhood.** Seminar to accompany EDUC 2702. [3]

**2292. Student Teaching Seminar: Secondary.** Seminar to accompany EDUC 2703. [3]

**2310. Teaching in Secondary Schools.** Exploration of general skills and principles of teaching and learning in secondary schools, including curriculum organization and patterns, teaching methods, and professionalism of the secondary school teacher. A practicum in secondary schools is included. [3]

**2320. Teaching for Understanding and Academic Literacy.** Designed to assist secondary content teachers in developing multiple teaching strategies, including use of technology, to enhance students' learning opportunities in diverse classrooms. Includes an emphasis on all teachers as teachers of reading and writing. Pre- or corequisite: EDUC 2040 [2]

**2330. Practicum in Secondary Education.** Observation, participation, and teaching in a secondary school setting. Corequisite: A secondary methods course. [1]

**2430. Procedures in Remedial Reading.** Introductory course involves remedial project with a child. Covers methods, techniques, and diagnostic materials. Prerequisite: EDUC 2150 or equivalent. [3]

**2450. Reading in Secondary Schools.** (Also listed as ENED 2450) Survey of diagnostic instruments, reading skills, materials, and methods of teaching reading and study skills in content areas. [3-4]

**2600. Curriculum Foundations and Design.** An introduction to theoretical and practical dimensions of curriculum thought and development. Exploration and critical analysis of some of the major ways in which educational programs have been conceptualized, with special attention to basic assumptions about the purposes of education and the nature of knowledge and learning; students will trace the evolution and echoes of these conceptions of the curriculum within the context of American education in the twentieth century. [3]

**2690. Special Topics in Education.** Exploration of special issues on topics related to education. May be repeated for credit with change of topic. [1-3]

**2701. Student Teaching in the Elementary School.** Observation and teaching experience in elementary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [8]

**2702. Student Teaching in Early Childhood.** Observation and teaching experience for students seeking PreK-3 licensure. Undergraduate credit only. Prerequisite: admission to student teaching. [4-9]

**2703. Student Teaching in the Secondary School.** Observation and teaching experience in secondary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [4-9]

**2704. Student Teaching in Education and Special Education.** (Also listed as SPED 2901) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. [9]

**2800. Culture, Cognition, and Technology.** Uses principles from cognitive science and cultural theory to design learning environments and materials with emphasis on using technologies to make tacit cultural values and practices explicit. [3]

**2920. Social and Philosophical Aspects of Education.** Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

**2960. Individual Study in Education.** Semi-independent study on selected topics in education. Consent of instructor required. May be repeated. [1-3]

## English Education

**2280. Language Study in the Elementary and Secondary Classroom.** Investigates various methods of approaching grammar, usage, semantics, and bi-dialectism in the English classroom. [3]

**2350. Teaching English in the Secondary School.** Principles of teaching applied to language and literature in secondary schools. Required for secondary school licensure in English. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: EDUC 2330. [3]



**2400. Seminar in English Education.** Explores methods of teaching the English language arts in secondary schools with an emphasis on student assessment, reflective practice, and teaching the English language arts to diverse classroom population. [3]

**2450. Reading in Secondary Schools.** (Also listed as EDUC 2450) Survey of diagnostic instruments, reading skills, materials, and methods of teaching reading and study skills in content areas. [3–4]

**2690. Special Topics in English Education.** Exploration of special topics related to English education. May be repeated with change of topics. [3]

**2910. Exploring Literature with Children.** Characteristics of good literature for children, illustrations and illustrators, and the place of children's literature in the modern school. [3]

**2920. Literature for Adolescents.** Examines a wide range of literary works appropriate to readers of middle school and high school age. Materials for readers of varying abilities. [3]

**2960. Individual Study in English Education.** Semi-independent study on selected topics in English education. Consent of supervising instructor required. May be repeated. [1–3]

## Foreign Language Education

**2380. Teaching Foreign Language in Secondary Schools.** Fundamentals of language learning and techniques of teaching foreign language in the secondary school. Required for secondary school licensure in a foreign language. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: EDUC 2330. [3]

**2690. Special Topics in Foreign Language Education.** Exploration of special issues or topics related to foreign language education. May be repeated for credit. [1–3]

**2960. Individual Study in Foreign Language Education.** Semi-independent study on selected topics in foreign language education. May be repeated. Consent of instructor required. [1–3]

## Humanities Education

**2060. Creative Arts for Young Children.** Explores the impact of instruction in visual arts, music, and movement on the aesthetic, intellectual, and creative growth of young children. [3] (Not currently offered)

**2250. Introduction to Arts Education.** Acquaints the student with the philosophical and pedagogical base with which to develop competence in teaching the arts. [2]

**2690. Special Topics in Humanities Education.** Explores special topics related to humanities education. May be repeated. [1–3]

**2960. Individual Study in Humanities Education.** Semi-independent study on selected topics in humanities education. May be repeated. Consent of faculty supervisor required. [1–3]

## Mathematics Education

**1110. Mathematics for Early Childhood Teachers.** This course is for those students who wish to become licensed to teach at grades pre-K through four. This course will cover issues of both content and pedagogy that are relevant to these grades. This course is prerequisite for MTED 2060. [3]

**1120. Mathematics for Elementary Teachers.** Instruction in issues of content and pedagogy relating to the teaching of rational numbers, geometry, and probability and statistics. These content issues are related to children's learning in the elementary school with attention given to instruction and assessment. Limited to students seeking elementary school or special education licensure. Not recommended for freshmen. [3]

**2060. Teaching Mathematics for Young Children.** Curriculum and instruction in mathematics for preschool, kindergarten, and primary children. Instructional strategies and materials for teaching conceptual understanding related to pre-number and early number concepts, strategies for single- and double-digit computation, place value, multiplication and division, estimation, and mental computation and measurement. Corequisite: SCED 2060, SSED 2060, and one credit of EDUC 2080. Prerequisite: MTED 1110. [2]

**2250. Teaching Mathematics in the Elementary School.** Curriculum and instruction in mathematics for elementary children. Instructional strategies and materials for teaching conceptual understanding related to strategies for single- and double-digit computation, place value, multiplication and division, estimation, and mental computation and measurement. Corequisite: SCED 2250, SSED 2250, and one credit of EDUC 2220. Prerequisite: MTED 1120. [2]

**2360. Teaching Mathematics in Secondary Schools.** Study of conceptual structure, curriculum, objectives, instructional approaches, materials, learning theory, and philosophies of assessment as they relate to teaching mathematics in middle and secondary schools. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: EDUC 2330. [3]

**2690. Special Topics in Mathematics Education.** Exploration of special topics related to mathematics education. May be repeated. [1–3]

**2960. Individual Study in Mathematics Education.** Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor. [1–3]

## Science Education

**2060. Teaching Science for Young Children.** Instructional approaches and materials for teaching science in preschool, kindergarten, and primary settings. Emphasis on learning and child development, curriculum approaches, nature of science, design of materials, and instructional strategies. Corequisite: MTED 2060, SSED 2060, and one credit of EDUC 2080. [2]

**2250. Teaching Science in Elementary Schools.** Study of the nature of science, discovery teaching and learning, curriculum approaches, trends, instructional strategies, resources, and materials for teaching science in grades 1–8. Corequisite: MTED 2250, SSED 2250, and EDUC 2220. [2]

**2370. Teaching Science in Secondary Schools.** Study of instructional approaches, materials, curriculum resources, trends, inquiry teaching and learning, for teaching in secondary schools. Required for secondary school licensure in the sciences. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: EDUC 2330. [3]

**2380. Laboratory in Secondary Science Education.** Laboratory Experience in secondary science, microteaching, and examination of secondary science materials. Corequisite: 2370 or 3370. [1]

**2690. Special Topics in Science Education.** Exploration of a special topic related to science education. May be repeated. [1–3]

**2960. Individual Study in Science Education.** Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1–3]

## Social Studies Education

**2060. Teaching Social Studies for Young Children.** Curriculum and instruction in social studies for preschool, kindergarten, and primary children. Knowledge of child development applied to designing of learning experiences and implementation of teaching strategies. Corequisite: MTED 2060, SCED 2060, and one credit of EDUC 2080. [2]

**2250. Teaching Social Studies in Elementary Schools.** Study of conceptual structure, curriculum, objectives, instructional approaches, materials and evaluation methods for teaching social studies in grades 1–8. Corequisite: MTED 2250, SCED 2250, and one credit of EDUC 2220. [2]

**2390. Teaching Social Studies in Secondary Schools.** Instructional principles and techniques of teaching social studies. Required of students seeking secondary school licensure in social studies, a social science field, or history. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: EDUC 2330. [3]

**2690. Special Topics in Social Studies Education.** Exploration of special topics related to social studies education. May be repeated. [1–3]

**2960. Individual Study in Social Studies Education.** Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1–3]

# Peabody College



CAMILLA P. BENBOW, Ph.D., Dean  
JOSEPH J. CUNNINGHAM, Ed.D., Associate Dean for Administration  
ALMA CLAYTON-PEDERSEN, Ph.D., Associate Dean for Undergraduate Academic Affairs  
M. CHRISTINE LAFEVOR, B.S., Director of Teacher Licensure  
PATRICIA W. WALLACE, A.B., Director of Alumni and Development  
BETTY S. LEE, M.Ed., Registrar  
MARGARET W. MOORE, M.Ed., Special Assistant to the Dean

## Faculty Council

James H. Hogge, Chair. Patricia Arnold, David M. Bloome, Angelo Collins, Dale C. Farran, Douglas Fuchs, Kathleen V. Hoover-Dempsey, Berta Vigil Laden, Heraldo V. Richards, Claire E. Smrekar, Bahr Weiss. Ex Officio: Camilla P. Benbow.

## Named Professorship

JAMES W. PELLEGRINO, Frank W. Mayborn Professor of Cognitive Studies

## Committees of the Faculty Council

ACADEMIC STANDARDS & PROCEDURES. Berta Vigil Laden, Chair. David S. Crodray, Robert L. Crowson, Jr., Craig Kennedy, Charles K. Kinzer, Richard Porter, Paul J. Yoder. Ex Officio: Suzan McIntire.

AFFIRMATIVE ACTION. David M. Bloome, Chair. Vera A. Stevens Chatman, Edward A. Martin, Heraldo V. Richards, Patti Parkison van Eys, Berta Vigil Laden.

TEACHING. Claire E. Smrekar, Chair. Laura B. Davis, Terrence E. Deal, Charles B. Myers, Jeanne M. Plas, Sharon Shields.

CURRICULUM AND EDUCATIONAL PROGRAMS. Angelo Collins, Chair. Vera A. Stevens Chatman, R. Wilburn Clouse, Clifford A. Hofwolt, Eva M. Horn, Laura R. Novick, Robert D. Sherwood. Ex Officio: Betty S. Lee.

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## Council on Teacher Education

Camilla P. Benbow, Chair. Charles B. Myers, F. Carter Philips, Donald L. Winters.\* Ex Officio: M. Frãncille Bergquist, Joseph J. Cunningham, M. Christine LaFavor.

\*Additional members to be selected in fall 1998.

## Faculty

- JACOB E. ADAMS, JR., Assistant Professor of Education and Public Policy  
B.A., M.A. (Claremont 1978, 1981); Ph.D. (Stanford 1992)
- JACK ALLEN, Professor of History, Emeritus  
A.B. (Eastern Kentucky 1935); M.A., Ph.D. (Peabody 1938, 1941)
- PATRICIA ARNOLD, Associate Professor of the Practice of Human Development  
B.S. (Athens College 1964); M.Mgt. (Vanderbilt 1972); Ph.D. (Peabody 1979)
- SAMUEL C. ASHCROFT, Professor of Special Education, Emeritus  
B.S. (Northwestern 1946); M.A. (New York 1951); Ed.D. (Illinois 1960)
- JOHN HOUSTON BANKS, Professor of Mathematics, Emeritus  
B.S. (Tennessee Polytechnic Institute 1935); M.A., Ph.D. (Peabody 1938, 1949)
- BONITA B. BARGER, Instructor in the Practice of Human and Organizational Development  
B.A., M.A., M.S.W. (West Virginia 1971, 1973, 1975); Ed.D. (Vanderbilt 1996)
- LINDA BARRON, Research Associate Professor of Education  
B.S. (Southern Mississippi 1964); M.A. (Alabama 1967); Ph.D. (Peabody 1981)
- OTTO C. BASSLER, Professor of Mathematics Education, Emeritus  
B.A. (Elmhurst 1954); M.A. (Southern Illinois 1958); Ph.D. (Maryland 1966)
- JEROLD P. BAUCH, Professor of Education, Emeritus; Director, Betty Phillips Center for  
Parenthood Education  
B.S. (Wisconsin, Superior 1958); M.Ed., Ed.D. (Florida 1964, 1967)
- ALFRED A. BAUMEISTER, Professor of Psychology, Peabody College; Investigator, John F.  
Kennedy Center  
B.A. (Alaska 1956); M.A., Ph.D. (Peabody 1959, 1961); L.H.D. (Alaska 1988)
- CAMILLA P. BENBOW, Dean of Peabody College; Professor of Psychology, Peabody Col-  
lege  
B.A., M.A., M.S., Ph.D. (Johns Hopkins 1977, 1978, 1980, 1981)
- KIMBERLY D. BESS, Instructor in the Practice of Human and Organizational Development  
B.A. (California, Berkeley 1984); M.S. (Vanderbilt 1994)
- WENDY C. BEUTER, Adjunct Instructor in Education  
B.A. (Notre Dame 1990); M.Ed. (Vanderbilt 1994)
- DEBORAH BIAL, Adjunct Instructor in Human and Organizational Development  
B.A. (Brandeis 1987); Ed.M. (Harvard 1996)
- LEONARD BICKMAN, Professor of Psychology, Peabody College; Professor of Psychiatry;  
Director, Mental Health Policy Center, Institute for Public Policy Studies  
B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (City University of  
New York 1969)
- MARY BETH BLALOCK, Librarian; Director, Education Library  
B.S. (North Alabama 1968); M.L.S. (Peabody 1969)
- DAVID M. BLOOME, Professor of Education  
B.A. (Connecticut 1972); M.A. (SUNY at Albany 1975); Ph.D. (Kent State 1981)
- FELIX BOATENG, Director of the Bishop Joseph Johnson Black Cultural Center; Professor  
of Education  
B.A. (Ghana 1967); M.S., Ph.D. (Southern California 1972, 1977)
- ROBERT GRAY BOBBITT, Assistant Professor of Psychiatry; Adjoint Associate Professor of  
Psychology, Peabody College; Adjunct Assistant Professor of Psychology, College of  
Arts and Science  
B.A., M.A. (Wake Forest 1969, 1970); Ph.D. (Florida State 1974)
- MARY CATHERINE BRADSHAW, Adjunct Instructor in Education  
B.A. (Vanderbilt 1978); M.A. (Middlebury 1985)
- JOHN D. BRANSFORD, Professor of Education; Centennial Professor of Psychology, Col-  
lege of Arts and Science; Co-Director of the Learning Technology Center; Investigator,  
John F. Kennedy Center  
B.A. (Hamline 1966); Ph.D. (Minnesota 1970)

- JOHN M. BRAXTON, Associate Professor of Education  
B.A. (Gettysburg 1967); M.A. (Colgate 1968); D.Ed. (Pennsylvania State 1980)
- ELLEN M. BRIER, Adjunct Professor of Education  
B.A., M.A. (SUNY, Albany 1970, 1972); M.Ed., Ed.D. (Columbia 1982, 1983)
- PENELOPE H. BROOKS, Professor of Psychology, Peabody College; Professor of Psychiatry; Investigator, John F. Kennedy Center  
B.A. (Texas 1961); Ph.D. (Minnesota 1964)
- KATHERINE BURGESS, Research Associate, Learning Technology Center  
B.A. (South Florida 1973); M.A. (Florida 1977); M.Ed. (Columbia 1992)
- VIRGINIA M. BURKS, Research Assistant Professor of Psychology, Peabody College  
B.S. (Wisconsin 1984); M.A., Ph.D. (Illinois 1988, 1991)
- BRUCE T. CAINE, Assistant Professor of the Practice of Human and Organizational Development  
B.S. (William and Mary 1966); M.A., Ph.D. (Florida 1975, 1976)
- STEPHEN M. CAMARATA, Associate Professor of Hearing and Speech Sciences; Associate Professor of Special Education; Investigator, John F. Kennedy Center  
B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984)
- CYNTHIA CANTOU-CLARKE, Research Assistant Professor of Special Education  
B.A. (Eastern New Mexico 1972); M.A., Ph.D. (New Mexico 1991, 1996)
- VERA A. STEVENS CHATMAN, Professor of the Practice of Human and Organizational Development  
B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976)
- ALMA CLAYTON-PEDERSEN, Associate Dean for Undergraduate Academic Affairs; Assistant Professor of the Practice of Education and Public Policy; Research Associate, Institute for Public Policy Studies  
B.S. (Wisconsin, Milwaukee 1977); M.Ed., Ph.D. (Vanderbilt 1983, 1992)
- R. WILBURN CLOUSE, Associate Professor of Education  
B.A. (David Lipscomb 1959); M.A. (Middle Tennessee State 1968); Ph.D. (Peabody 1977)
- PAUL A. COBB, Professor of Education  
B.Sc. (Bristol 1975); M.A., Ed.D. (Georgia 1980, 1983)
- ANGELO COLLINS, Associate Professor of Science Education  
B.S. (Marian 1966); M.S. (Michigan State 1973); Ph.D. (Wisconsin 1986)
- ARTHUR H. COOK, Associate Professor of Biology and Dean of Students, Emeritus  
B.S., M.A. (Peabody 1949, 1950)
- KENNETH S. COOPER, Professor of History, Emeritus  
B.A. (College of Emporia 1940); M.A. (Nebraska 1941); Ph.D. (Missouri 1947)
- WILLIAM J. CORBIN, Assistant Director, Learning Technology Center; Lecturer in Education  
B.A. (Bethel [Tennessee] 1967); M.Div. (Memphis Theological Seminary 1970); M.L.S., Ph.D. (Peabody 1971, 1986)
- DAVID S. CORDRAY, Professor of Public Policy; Professor of Psychology, Peabody College; Director, Center for the Study of At-Risk Populations and Public Assistance Policies  
B.A., M.A. (California State, Northridge 1972, 1974); Ph.D. (Claremont 1979)
- ANNE L. CORN, Professor of Special Education; Professor of Ophthalmology and Visual Sciences; Investigator, John F. Kennedy Center  
B.S. (Syracuse 1972); M.A. (California State, San Francisco 1973); Ed.M., Ed.D. (Columbia 1978, 1980)
- PHILIP S. CROOKE III, Professor of Mathematics; Professor of Education  
B.S. (Stevens Institute of Technology 1966); Ph.D. (Cornell 1970)
- ROBERT L. CROWSON, JR., Professor of Education  
A.B., M.A.T. (Oberlin 1961, 1962); Ph.D. (Chicago 1974)
- JOSEPH J. CUNNINGHAM, Associate Dean for Administration; Associate Professor of Special Education  
B.S., M.S. (Syracuse 1963, 1965); Ed.D. (Illinois 1970)

- CYNTHIA R. CURTIS, Adjunct Professor of Education  
B.S. (Spring Hill 1965); B.M.E., M.M. (Baylor 1967, 1971); Ph.D. (Peabody 1981)
- BONNIE V. DANIEL, Lecturer in Education  
B.S. (Mississippi 1983); M.Ed., Ed.D. (Vanderbilt 1985, 1992)
- GEORGE E. DANIEL III, Adjunct Assistant Professor of Education  
B.S. (Georgia Southwestern 1980); B.S., M.S., Ed.D. (Tennessee, Knoxville 1981, 1983, 1993)
- LAURA B. DAVIS, Assistant Professor of the Practice of Special Education  
A.B. (Asbury 1954); M.S. (Cincinnati 1970); Ed.D. (Vanderbilt 1993)
- ROBERTA M. DAWNS, Adjunct Instructor in Education  
B.A. (Asbury 1955); M.A. (Peabody 1956)
- SUSAN DE LA PAZ, Assistant Professor of Special Education; Associate, John F. Kennedy Center (On leave 1998/99)  
B.S. (Northwestern 1984); M.S. (Michigan 1986); Ph.D. (Maryland 1995)
- GEDEON O. DEÁK, Assistant Professor of Psychology, Peabody College; Associate, John F. Kennedy Center  
B.A. (Vassar 1990); Ph.D. (Minnesota 1995)
- TERRENCE E. DEAL, Professor of Education  
B.A. (La Verne 1961); M.A. (California State, Los Angeles 1966); Ph.D. (Stanford 1970)
- LINTON DECK, Research Professor of Education; Managing Director, Center for Support of Professional Practice in Education  
B.S. (Davidson 1950); M.A. (Peabody 1955); Ed.D. (Harvard 1967)
- H. FLOYD DENNIS, JR., Professor of Special Education, Emeritus  
J.D. (Vanderbilt 1958)
- KENNETH A. DODGE, Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Professor of Psychiatry; Senior Fellow, Institute for Public Policy Studies; Director, Institute on Development and Psychopathology, John F. Kennedy Center  
B.A. (Northwestern 1975); Ph.D. (Duke 1978)
- PAUL R. DOKECKI, Professor of Psychology, Peabody College; Professor of Special Education; Scholar, John F. Kennedy Center  
B.A. (Manhattan 1962); M.A., Ph.D. (Peabody 1963, 1968)
- RICHARD A. DUSCHL, Professor of Science Education  
B.S. (Maryland 1974); M.A.T. (Michigan State 1980); Ph.D. (Maryland 1983)
- CAROLYN M. EVERTSON, Professor of Education (On leave spring 1999)  
B.S., Ph.D. (Texas 1958, 1972)
- JANET S. EYLER, Associate Professor of the Practice of Education (On leave spring 1998)  
B.A., M.Ed. (University of Washington 1966, 1970); Ph.D. (Indiana 1977)
- DALE C. FARRAN, Professor of Education; Director, John F. Kennedy Center Susan Gray School; Associate Director, John F. Kennedy Center  
B.A. (North Carolina 1965); Ph.D. (Bryn Mawr 1975)
- CHESTER E. FINN, JR., Professor of Education and Public Policy  
A.B., A.M., Ed.D. (Harvard 1965, 1967, 1970)
- PATRICK M. FLANAGAN, Adjunct Assistant Professor of Human and Organizational Development  
B.A. (George Washington 1969); M.A., Ph.D. (Catholic 1970, 1983)
- JOHN K. FOLGER, Professor of Education, Emeritus  
A.B. (Emory 1943); M.A., Ph.D. (North Carolina 1950, 1951)
- KASSIE FREEMAN, Assistant Professor of Education  
B.A. (Tuskegee Institute 1969); M.S. (Tennessee 1975); Ph.D. (Emory 1989)
- JUDY FREUDENTHAL, Adjunct Assistant Professor of Human Development Counseling  
B.A. (Hiram 1975); M.Ed., Ed.D. (Vanderbilt 1987, 1991)
- GINA L. FRIEDEN, Assistant Professor of the Practice of Human and Organizational Development  
B.S. (Oklahoma 1978); M.D. (Indiana 1981); Ph.D. (Memphis State 1988)

- DOUGLAS FUCHS, Professor of Special Education; Co-Director, Institute on Education and Learning, John F. Kennedy Center  
B.A. (Johns Hopkins 1971); M.S. (Pennsylvania 1973); Ph.D. (Minnesota 1978)
- LYNN S. FUCHS, Professor of Special Education; Co-Director, Institute on Education and Learning, John F. Kennedy Center  
B.A. (Johns Hopkins 1972); M.S. (Pennsylvania 1973); Ed.S., Ph.D. (Minnesota 1977, 1981)
- MARCY SINGER GABELLA, Assistant Professor of Education  
A.B. (Harvard 1985); M.A. (Columbia 1987); Ph.D. (Stanford 1991)
- JUDY GARBER, Associate Professor of Psychology, Peabody College; Assistant Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science; Fellow, Institute for Public Policy Studies; Investigator, John F. Kennedy Center  
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987)
- JONATHA GIBAUD, Clinical and Consulting Psychologist, Psychological and Counseling Center; Adjoint Associate Professor of Psychology, Peabody College; Adjunct Associate Professor of Psychology, College of Arts and Science  
B.A. (Wells 1958); M.A.T. (Johns Hopkins 1959); M.A. (Rhode Island 1972); Ph.D. (Peabody 1977)
- DWIGHT E. GILES, JR., Professor of the Practice of Human and Organizational Development (On leave fall 1998)  
A.B. (Lycoming 1969); M.Div. (Union Theological Seminary [New York] 1972); Ph.D. (Pennsylvania State 1984)
- RUTH GILLESPIE, Associate Professor of Home Economics, Emerita  
B.S. (Middle Tennessee State 1936); M.A. (Peabody 1941)
- JOHN C. GLIDEWELL, Professor of Psychology, Peabody College, Emeritus  
A.M., Ph.D. (Chicago 1949, 1953)
- ELIZABETH SPENCER GOLDMAN, Associate Professor of Mathematics Education (On leave 1998/99)  
B.S. (Tulane 1964); M.A., Ph.D. (Vanderbilt 1965, 1970)
- SUSAN R. GOLDMAN, Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Co-Director of the Learning Technology Center  
A.B. (Barnard 1970); M.S., Ph.D. (Pittsburgh 1976, 1978)
- ELLEN B. GOLDRING, Professor of Educational Leadership; Senior Research Fellow, Institute for Public Policy Studies (On leave 1998/99)  
B.S. (Wisconsin 1978); M.A. (Tel Aviv 1982); Ph.D. (Chicago 1985)
- JANET G. GRAHAM, Director, English for Internationals; Adjunct Assistant Professor of Education  
A.B. (Salve Regina 1969); M.A. (California, Santa Barbara 1975); Ph.D. (Maryland 1987)
- DOUGLAS MARK GRANIER, Adjunct Assistant Professor of Education  
B.A. (Saint Joseph Seminary College [Louisiana] 1973); B.A. (New Orleans 1975); M.A., Ph.D. (Louisiana State 1980, 1990)
- TERRY GRIER, Adjunct Professor of Education  
B.S., M.A., M.A. (East Carolina 1972, 1974, 1977); Ed.D. (Vanderbilt 1983)
- WILLIAM J. GRIFFIN, Professor of English, Emeritus  
B.A. (Park 1929); M.A., Ph.D. (Iowa 1930, 1939)
- JAMES W. GUTHRIE, Professor of Public Policy and Education; Director, Education Policy Center  
A.B., M.A., Ph.D. (Stanford 1958, 1960, 1968)
- PHILIP HALLINGER, Professor of Education  
B.S.Ed. (Lesley 1972); M.A., Ed.D. (Stanford 1980, 1983)
- CAROL HAMLETT, Research Associate in Special Education  
B.A. (West Florida 1970); M.S. (North Carolina State 1982)
- JOHN ALFRED HAMMOND, Adjunct Assistant Professor of Human Resources  
B.S., M.Ed. (London 1963, 1976); M.Phil. (Cambridge 1982)



- TERRY B. HANCOCK, Research Associate in Special Education; Associate, John F. Kennedy Center  
B.S. (Abilene Christian 1975); M.S. (Texas Woman's 1979); Ph.D. (Vanderbilt 1988)
- RANDALL K. HARLEY, Professor of Special Education, Emeritus  
B.S. (Middle Tennessee State 1949); M.A., Ph.D. (Peabody 1954, 1962)
- ALENE H. HARRIS, Research Assistant Professor of Education  
B.A. (Western Kentucky 1969); M.A. (Peabody 1974); Ph.D. (Vanderbilt 1988)
- KERRI BISHOP HARWOOD, Adjunct Instructor in Special Education  
B.S. (Texas 1983); M.Ed., Ph.D. (Vanderbilt 1990, 1996)
- TED S. HASSELBRING, Professor of Special Education; Co-Director of the Learning Technology Center (On leave spring 1998)  
B.S. in Ed., M.A.T., Ed.D. (Indiana 1971, 1972, 1979)
- H. CARL HAYWOOD, Professor of Psychology, Emeritus, Peabody College; Scholar, John F. Kennedy Center  
B.A., M.A. (San Diego State 1956, 1957); Ph.D. (Illinois 1961)
- CRAIG ANNE HEFLINGER, Research Assistant Professor of Policy Development; Senior Fellow, Institute for Public Policy Studies  
B.A. (Vanderbilt 1973); M.A. (Peabody 1975); Ph.D. (Vanderbilt 1989)
- SHERI E. HEMBREE, Assistant Professor of Psychology and Human Development, Peabody College  
B.A. (California, Santa Barbara 1984); M.A. (San Francisco State 1990); Ph.D. (Wisconsin 1996)
- PEGGY P. HESTER, Research Assistant Professor of Special Education; Associate, John F. Kennedy Center  
B.S. (Carson-Newman 1966); M.A., Ph.D. (Peabody 1970, 1978)
- CLIFFORD A. HOFWOLT, Associate Professor of Science Education  
B.A., M.A. (Colorado State College 1964, 1968); Ed.D. (Northern Colorado 1971)
- JAMES H. HOGGE, Professor of Psychology, Peabody College  
B.A., Ph.D. (Texas 1964, 1966)
- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Associate Professor of Psychiatry; Investigator, John F. Kennedy Center  
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977)
- KATHLEEN V. HOOVER-DEMPSEY, Associate Professor of Psychology, Peabody College; Associate Professor of Education  
A.B. (California, Berkeley 1964); M.A., Ph.D. (Michigan State 1969, 1974)
- EVA M. HORN, Assistant Professor of Special Education; Investigator, John F. Kennedy Center  
B.S. (Peabody 1974); M.S.Ed. (Northern Illinois 1979); Ph.D. (Vanderbilt 1988)
- CAROLYN HUGHES, Associate Professor of Special Education; Investigator, John F. Kennedy Center  
A.B. (California, Berkeley 1969); M.S. (Eastern Montana 1985); Ph.D. (Illinois 1990)
- ANNA LEY INGRAHAM, Associate Professor of Health and Physical Education, Emerita  
B.S., M.A. (Peabody 1949, 1954)
- ROBERT B. INNES, Associate Professor of Psychology, Peabody College  
B.A., M.A. (Michigan State 1963, 1965); Ph.D. (Michigan 1971)
- DAVID R. JONES, Lecturer in Education (Died 7 April 1998)  
B.A. (West Liberty State 1960); M.Ed. (Vanderbilt 1986)
- LINDA D. JONES, Research Assistant Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center  
B.A. (Wake Forest 1983); M.S., Ph.D. (Kent State 1987, 1989)
- ANN P. KAISER, Professor of Special Education; Professor of Psychology, Peabody College; Director, Institute on Prevention, Early Intervention, and Families, John F. Kennedy Center; Senior Fellow, Institute for Public Policy Studies (On leave 1999)  
B.S. (Kansas State 1970); M.A., Ph.D. (Kansas 1973, 1974)

- LAURIE KATZ, Lecturer in Education  
B.A. (Syracuse 1973); M.S.W. (Wisconsin 1975); Ed.D. (Massachusetts 1992)
- EARLINE D. KENDALL, Professor of the Practice of Early Childhood Education, Emerita  
B.A. (David Lipscomb 1957); M.A., Ph.D. (Peabody 1966, 1977)
- CRAIG H. KENNEDY, Associate Professor of Special Education  
B.A. (California, Santa Barbara 1987); M.S. (Oregon 1988); Ph.D. (California, Santa Barbara 1992)
- CHARLES K. KINZER, Associate Professor of Education (On leave spring 1999)  
B.A., M.A. (British Columbia 1972, 1976); C.Phil., Ph.D. (California, Berkeley 1980, 1981)
- RALPH E. KIRKMAN, Professor of Higher Education, Emeritus  
B.A., M.A. (Baylor 1950, 1951); Ed.D. (North Texas State 1957)
- LOUISE C. KNOWLES, Associate Professor of Health and Physical Education, Emerita  
B.S. (Northeastern Oklahoma State 1942); M.A., Ed.S. (Peabody 1957, 1963)
- BERTA VIGIL LADEN, Assistant Professor of Education  
B.A. (New Mexico 1968); M.A. (California State 1981); Ph.D. (Stanford 1993)
- IRVING LAZAR, Research Professor of Special Education; Scholar, John F. Kennedy Center  
B.S. (City College of New York 1948); M.A., Ph.D. (Columbia 1950, 1954)
- JAMES R. LENT, Professor of Special Education, Emeritus  
B.A. (Denver 1952); M.A., Ed.D. (Syracuse 1955, 1959)
- XIAODONG LIN, Assistant Professor of Education  
B.A. (Henan [China] 1984); M.A. (Louisiana State 1989); Ph.D. (Purdue 1993)
- MARK W. LIPSEY, Professor of Public Policy; Director, Center for Crime and Justice Policy, Institute for Public Policy Studies  
B.S. (Georgia Institute of Technology 1968); Ph.D. (Johns Hopkins 1972)
- DAVID LUBINSKI, Associate Professor of Psychology, Peabody College  
B.A., Ph.D. (Minnesota 1981, 1987)
- JOHAN A. MADSON, Associate Provost for Student Affairs; Dean of Students; Associate Professor of the Practice of Education  
B.A. (Saint Olaf 1963); M.A., Ph.D. (Ohio 1967, 1972)
- THOMAS F. MAHAN, Adjunct Assistant Professor of Human Development Counseling  
B.A. (Ramapo College of New Jersey 1973); M.S. (Peabody 1978); Ed.D. (Vanderbilt 1986)
- DOROTHY MARCIC, Senior Lecturer in Human Resource Development  
B.A. (Wisconsin 1972); M.Ed. (Massachusetts 1974); M.P.H. (Pittsburgh 1975); Ed.D. (Massachusetts 1975)
- JULES M. MARQUART, Research Assistant Professor of Special Education; Research Associate, John F. Kennedy Center; Research Associate, Institute for Public Policy Studies  
B.A. (Spalding 1969); M.A. (Oakland 1976); M.S., Ph.D. (Cornell 1986, 1988)
- EDWARD A. MARTIN, Associate Professor of the Practice of Human Development  
B.S. (North Carolina State 1951); M.S. (Temple 1959)
- JOHN M. MASLYN, Assistant Professor of Human Resources  
B.A. (Hobart 1978); M.S. (Rensselaer Polytechnic Institute 1980)
- JONATHAN E. MAY, Adjunct Assistant Professor of Psychology, College of Arts and Science; Adjoint Assistant Professor of Psychology, Peabody College  
A.B. (Mercer 1971); Ph.D. (Vanderbilt 1978)
- KAY JOHNSON MCCLAIN, Lecturer in Mathematics Education  
B.S., M.Ed. (Auburn 1974, 1975); Ed.D. (Vanderbilt 1995)
- STEVEN MCFADYEN-KETCHUM, Research Associate in Psychology, Peabody College  
B.A. (Alabama, Huntsville 1972); M.S. (Tennessee State 1977); Ph.D. (Vanderbilt 1992)
- FRANCIS JOSEPH MCLAUGHLIN III, Adjunct Associate Professor of Psychology, Peabody College; Adjunct Assistant Professor of Pediatrics; Associate, John F. Kennedy Center  
B.A. (Vanderbilt 1971); M.A., Ph.D. (Peabody 1973, 1979)

- ZINA YZQUIERDO MCLEAN, Research Assistant Professor of Special Education  
B.S. in Education, M.A. in Education (Stephen F. Austin State 1982, 1983); Ph.D. (New Mexico 1995)
- ELISE DAVID MCMILLAN, Senior Lecturer in Human and Organizational Development;  
Director of Development, John F. Kennedy Center  
B.A. (Texas Tech 1974); J.D. (Nashville School of Law 1983)
- JACK W. MILLER, Professor of Education, Emeritus  
B.S. (Bemidji State 1956); M.A., Ed.D. (Peabody 1957, 1961)
- DAVID D. MOHNING, Director of Student Financial Aid; Assistant Professor of the Practice  
of Education  
B.S. (Iowa State 1967); M.B.A., Ph.D. (Miami [Ohio] 1971, 1986)
- VALERIE MARIE MOORE, Adjunct Assistant Professor of Human and Organizational  
Development  
B.S., M.S. (Illinois State 1979, 1982); Ph.D. (Georgia State 1992)
- JOSEPH F. MURPHY, Professor of Educational Leadership and Chair of the Department;  
Investigator, John F. Kennedy Center  
B.A. (Muskingum 1971); M.S.T. (Chicago 1974); Ph.D. (Ohio State 1980)
- JOHN MURRELL, Adjoint Professor of Education and Human Development  
B.A.hons., M.Ed. (London 1965, 1981)
- LAURA MURRELL, Adjunct Instructor in Human and Organizational Development  
B.A. (Oxford 1984)
- CHARLES B. MYERS, Professor of Social Studies Education  
B.S. (Pennsylvania State 1961); M.A., Ph.D. (Peabody 1963, 1968)
- ANN M. NEELY, Associate Professor of the Practice of Education  
B.S., M.Ed. (Auburn 1977, 1979); Ed.D. (Georgia 1983)
- JOHN R. NEWBROUGH, Professor of Psychology, Peabody College; Professor of Educa-  
tion; Professor of Special Education; Scholar, John F. Kennedy Center  
B.A. (College of Idaho 1955); M.A., Ph.D. (Utah 1956, 1959)
- LOUIS NICHOLAS, Professor of Music, Emeritus  
A.B. (Southwestern at Memphis 1934); M.M. (Michigan 1939); Diploma, Specialist  
(Columbia 1952)
- RAYMOND C. NORRIS, Professor of Psychology, Emeritus, Peabody College  
B.S. (Slippery Rock State 1948); M.A., Ph.D. (Columbia 1949, 1957)
- LAURA R. NOVICK, Associate Professor of Psychology, Peabody College; Associate Pro-  
fessor of Psychology (On leave spring 1999)  
B.S. (Iowa 1981); Ph.D. (Stanford 1986)
- JACQUELINE M. PALKA, Assistant Professor of the Practice of Education  
B.A., M.Ed., Ed.D. (Louisiana State 1965, 1980, 1985)
- AMY B. PALMERI, Lecturer in Education  
B.A. (SUNY, Buffalo 1990); Ph.D. (Indiana)
- JAMES W. PELLEGRINO, Frank W. Mayborn Professor of Cognitive Studies; Professor of  
Psychology, College of Arts and Science (On leave 1998/99)  
B.A. (Colgate 1969); M.A., Ph.D. (Colorado 1970, 1973)
- RICHARD L. PERCY, Associate Professor of Education  
B.A., M.A. (Syracuse 1959, 1968); Ed.D. (Virginia 1971)
- SHEILA RENEE PETERS, Adjunct Assistant Professor of Psychology, Peabody College  
B.A. (North Carolina 1981); M.S., Ph.D. (Vanderbilt 1985, 1989)
- JEWELL A. PHELPS, Professor of Geography, Emeritus  
B.S., M.A. (Peabody 1941, 1946); Ph.D. (Northwestern 1955)
- ROSE C. PICKEL, Adjunct Instructor in Education  
B.A. (Birmingham Southern 1965)
- ELLEN E. PINDERHUGHES, Assistant Professor of Psychology, Peabody College; Investi-  
gator, John F. Kennedy Center  
B.A. (Colorado 1976); Ph.D. (Yale 1986)

- GEORGINE M. PION, Research Associate Professor of Psychology and Human Development  
B.A. (Simpson 1974); M.A., Ph.D. (Claremont 1977, 1980)
- JEANNE M. PLAS, Associate Professor of Psychology, Peabody College  
A.B. (Catholic 1965); M.A. (Kent State 1968); Ph.D. (Georgia 1975)
- RICHARD H. PORTER, Professor of Psychology, Peabody College  
B.A., M.A., Ph.D. (Wayne State 1966, 1968, 1970)
- HARRY E. RANGLES, Professor of Education, Emeritus  
B.F.A. (Syracuse 1950); M.Ed. (Miami [Ohio] 1958); Ph.D. (Miami/Ohio State 1964)
- CATHERINE H. RANDOLPH, Adjunct Assistant Professor of Education  
A.B. (Middlebury 1984); M.A. (Stanford 1986); Ph.D. (Vanderbilt 1993)
- MARGARET JEAN REESE, Librarian Education Library; Associate Director, Education Library  
B.A. (Furman 1968); M.A. (Georgia 1972); M.L.S. (Vanderbilt 1985)
- DANIEL J. RESCHLY, Professor of Education; Professor of Psychology, Peabody College  
B.S. (Iowa State 1966); M.A. (Iowa 1968); Ph.D. (Oregon 1971)
- RICHARD G. RHODA, Adjunct Associate Professor of Education  
B.A. (Vanderbilt 1972); M.A. (Peabody 1974); Ph.D. (Vanderbilt 1985)
- HERALDO V. RICHARDS, Lecturer in Special Education  
A.B. (Chicago 1975); A.M. (Michigan 1985); Ph.D. (Northwestern 1993)
- JOHN J. RIESER, Professor of Psychology, Peabody College, and Chair of the Department  
of Psychology and Human Development; Investigator, John F. Kennedy Center  
A.B. (Harvard 1971); Ph.D. (Minnesota 1978)
- VICTORIA J. RISKO, Professor of Education; Acting Chair of the Department of Teaching  
and Learning  
B.S. (Pittsburgh 1966); M.A., Ed.D. (West Virginia 1969, 1971)
- JEANIE EBEL ROBERSON, Adjunct Assistant Professor of Education  
B.S. (Trevecca Nazarene 1983); M.Ed. (Tennessee State 1990); Ed.D. (Vanderbilt 1997)
- HEBER ROGERS, Adjunct Instructor in Education  
B.A. (Vanderbilt 1951); M.A. (Peabody 1957)
- IDA LONG ROGERS, Professor of Higher Education Administration, Emerita  
B.A. (Wesleyan College 1941); M.A. (Peabody 1951); Ph.D. (Michigan 1964)
- DEBORAH W. ROWE, Associate Professor of Early Childhood Education (On leave fall 1998)  
B.S. (Kentucky 1976); M.A. Educ. (Wake Forest 1982); Ph.D. (Indiana 1986)
- CLIFFORD S. RUSSELL, Director, Institute for Public Policy Studies; Director, Resources  
and Environmental Policy Center; Professor of Economics; Professor of Public Policy  
A.B. (Dartmouth 1960); Ph.D. (Harvard 1968)
- HOWARD M. SANDLER, Professor of Psychology, Peabody College  
B.A. (Johns Hopkins 1967); M.A., Ph.D. (Northwestern 1969, 1971)
- TERIS K. SCHERY, Research Professor of Education; Research Professor of Hearing and  
Speech Sciences; Research Professor of Special Education  
A.B., M.A. (Stanford 1965, 1966); Ph.D. (Claremont 1980)
- STEPHEN SCHILLING, Assistant Professor of Psychology, Peabody College  
B.S. (Cornell 1981); Ph.D., S.M. (Chicago 1993, 1993)
- MAXINE FRANCES SCHOGGEN, Research Associate in Psychology, Peabody College  
A.B. (Park 1946)
- PHIL SCHOGGEN, Research Associate in Psychology, Peabody College  
A.B. (Park 1946); M.A., Ph.D. (Kansas 1951, 1954)
- DANIEL L. SCHWARTZ, Assistant Professor of Psychology, Peabody College  
B.A. (Swarthmore 1979); M.A., Ph.D. (Columbia 1988, 1992)
- TERESA SECULES, Research Associate, Learning Technology Center  
B.A. (Antioch 1972); M.A. (Emory 1991)
- JULES SEEMAN, Professor of Psychology, Peabody College, Emeritus; Clinical and Con-  
sulting Psychologist, Psychological and Counseling Center  
B.S. (Johns Hopkins 1942); M.A. (Maryland 1944); Ph.D. (Minnesota 1948)

- LARRY SEEMAN, Adjoint Associate Professor of Psychology, Peabody College  
B.A., M.A., Ph.D. (Peabody 1970, 1971, 1977)
- DIANA L. MILLER SHARP, Senior Research Associate, Learning Technology Center  
B.A. (Dickinson 1985); Ph.D. (Vanderbilt 1989)
- ROBERT D. SHERWOOD, Associate Professor of Education  
B.S., M.S. (Purdue 1971, 1973); Ph.D. (Indiana 1980)
- SHARON L. SHIELDS, Professor of the Practice of Health Promotions and Education  
B.S., M.Ed. (Louisville 1971, 1974); Ph.D. (Peabody 1976)
- REBA SLOAN, Adjoint Assistant Professor of Health Promotions  
B.S. (Harding 1976 ); M.P.H. (Loma Linda 1989)
- STEVEN H. SMARTT, Director, Division of Sponsored Research; Assistant Professor of the Practice of Education  
B.M.E., M.M.E. (Peabody 1971, 1972); Ph.D. (Florida State 1974)
- CRAIG A. SMITH, Associate Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center (On leave spring 1999)  
A.B. (Dartmouth 1980); Ph.D. (Stanford 1986)
- DEBORAH DEUTSCH SMITH, Research Professor of Special Education  
B.A. (Pitzer 1968); M.Ed. (Missouri 1970); Ed.D. (University of Washington 1970)
- MARGARET W. SMITHEY, Senior Lecturer in Education  
B.A. (Belmont 1964); M.A. (Peabody 1967); Ph.D. (Vanderbilt 1991)
- CLAIRE E. SMREKAR, Associate Professor of Educational Leadership; Fellow, Institute for Public Policy Studies  
B.A. (California, Los Angeles 1982); M.A., M.A., Ph.D. (Stanford 1986, 1989, 1991)
- SOPHIE SPARKS-MITCHELL, Adjoint Lecturer in Education  
Diplôme de fin d'études (Institut de Parnasse 1959); B.A. (Murray State 1973); Agrégation
- NORMAN L. STEPHENSON, Adjoint Associate Professor of Psychology, Peabody College; Adjoint Assistant Professor of Psychology, College of Arts and Science  
B.A. (Missouri 1963); Ph.D. (Minnesota 1970)
- WENDY L. STONE, Associate Professor of Pediatrics; Associate Professor of Psychology and Human Development; Investigator, John F. Kennedy Center  
B.A. (Williams 1975); M.S., Ph.D. (Miami [Florida] 1981, 1981)
- THOMAS F. STOVAL, Professor of Education, Emeritus  
B.A. (Tennessee 1949); M.A., Ph.D. (Peabody 1950, 1954)
- PATRICK W. THOMPSON, Professor of Mathematics Education  
B.Sc. (Central Washington State 1972); M.Ed., Ed.D. (Georgia 1977, 1982)
- C. WARREN THOMPSON, Adjoint Associate Professor of Psychology, Peabody College  
B.A. (Southwestern at Memphis 1962); Ph.D. (Vanderbilt 1973)
- TRAVIS I. THOMPSON, Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Professor of Special Education; Professor of Psychiatry; Director, John F. Kennedy Center; Director, Institute on Genetics and Biobehavioral Development, John F. Kennedy Center  
B.A., M.A., Ph.D. (Minnesota 1958, 1961, 1961)
- EVA K. TOUSTER, Professor of English, Emerita  
A.B. (Murray State 1935); M.A. (North Carolina 1944); Ph.D. (Vanderbilt 1951)
- NAOMI CHOWDHURI TYLER, Research Assistant Professor of Special Education  
B.S. (New Mexico State 1985); M.A., Ph.D. (New Mexico 1988, 1996)
- PATTI PARKISON VAN EYS, Assistant Professor of the Practice of Psychology, Peabody College  
B.A. (DePauw 1983); M.A., Ph.D. (Bowling Green State 1985, 1989)
- NANCY VYE, Senior Research Associate, Learning Technology Center; Co-Director, Learning Technology Center  
B.A., M.Sc. (Acadia 1977, 1979); Ph.D. (Vanderbilt 1983)
- LYNDA WARD WAGSTER, Adjoint Instructor in Education  
B.A., M.A.T., M.A. (Vanderbilt 1958, 1975, 1976)

- TEDRA ANN WALDEN, Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center  
B.A., M.A., Ph.D. (Florida 1974, 1976, 1978)
- LALLA WALKER, Professor of English, Emerita  
B.S., M.A. (Peabody 1936, 1941)
- LYNN S. WALKER, Associate Professor of Pediatrics; Associate Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center  
A.B. (Oberlin 1973); M.S., Ph.D. (Peabody 1978, 1981)
- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center  
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968)
- STEVEN F. WARREN, Professor of Special Education; Professor of Psychology, Peabody College; Deputy Director, John F. Kennedy Center  
B.G.S., M.A., Ph.D. (Kansas 1974, 1975, 1977)
- AVIVA WASSERMAN, Adjunct Assistant Professor of Psychology, Peabody College  
A.B. (Harvard 1980); M.A., Ph.D. (North Carolina 1985, 1988)
- MARY R. WATSON, Assistant Professor of Human Resources  
B.A. (Kentucky 1982); M.B.A. (Campbell 1983); Ph.D. (Vanderbilt 1997)
- KENT M. WEEKS, Professor of the Practice of Education  
B.A. (Wooster 1959); M.A. (New Zealand 1961); LL.B. (Duke 1964); Ph.D. (Case Western Reserve 1969)
- JOSEPH H. WEHBY, Senior Lecturer in Special Education; Investigator, John F. Kennedy Center  
B.S. (Memphis State 1982); M.Ed., Ph.D. (Vanderbilt 1987, 1990)
- BAHR WEISS, Associate Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center; Research Associate, Institute for Public Policy Studies  
A.B. (Michigan 1974); Ph.D. (North Carolina 1988)
- ARVILLE WHEELER, Professor of Education, Emeritus (Died 23 December 1997)  
A.B. (Centre 1926); A.M. (Chicago 1935); Ph.D. (Cornell 1939)
- JOE RUSSELL WHITAKER, Professor of Geography, Emeritus  
B.S. (Chicago 1922); M.S. (Wisconsin 1923); Ph.D. (Chicago 1930)
- JAMES W. WHITLOCK, Professor of Education, Emeritus  
B.S. (Tennessee 1949); M.A., Ed.D. (Peabody 1952, 1956)
- ROBERT S. WHITMAN, Professor of English Education, Emeritus  
B.A. (Lawrence 1956); M.A., Ph.D. (Illinois 1963, 1973)
- ROY G. WILLIAMS, Adjunct Assistant Professor of Educational Leadership  
B.A. (Guilford 1963); M.Ed. (North Carolina 1965); Ed.D. (Duke 1967); B.A. (Belmont 1993); Ed.D. (Vanderbilt 1997)
- PAUL J. YODER, Research Associate Professor of Special Education; Investigator, John F. Kennedy Center  
B.S. (Louisiana State 1978); M.S. (Peabody 1979); Ph.D. (North Carolina 1985)
- LINDA ZECH, Senior Research Associate, Learning Technology Center  
B.M. in Ed., B.S. in Ed., M.Ed., Ph.D. (Nebraska 1970, 1970, 1986, 1989)
- JAMES P. ZERFACE, Adjoint Associate Professor of Psychology, Peabody College  
B.A. (DePauw 1962); M.S., Ed.D. (Indiana 1963, 1968)
- GAIL H. ZIKA, Instructor in the Practice of Special Education  
B.A. (Monmouth 1966); M.Ed. (Smith 1976)