

## Peabody College







# Peabody College



Vanderbilt  
University  
1999/2000

Containing general information  
and courses of study  
for the 1999/2000 session  
corrected to 1 July 1999  
Nashville

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Policies concerning non-curricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*.

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Calendar 1999/2000

FALL SEMESTER 1999

Classes begin / Wednesday 25 August

Homecoming / Saturday 23 October

Thanksgiving holidays / Saturday 20 November to Sunday 28 November

Classes end / Tuesday 7 December

Reading days and examinations / Wednesday 8 December to Thursday 16 December

Fall semester ends / Thursday 16 December

SPRING SEMESTER 2000

Classes begin / Wednesday 12 January

Spring holidays / Saturday 4 March to Sunday 12 March

Classes end / Tuesday 25 April

Reading days and examinations / Wednesday 26 April to Thursday 4 May

Commencement / Friday 12 May





# Education and Human Development at Vanderbilt

**G**EORGE Peabody College for Teachers, 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 to become Peabody College of Vanderbilt University.

Peabody College functions as Vanderbilt's school of education and human development. The mission of Peabody College is threefold: the creation of reliable knowledge about the progress of education and human development; the translation of reliable knowledge into excellent practices to address critical problems in education and human development; and the preparation of students at all levels to seek, create, use, and adapt reliable knowledge in the course of their chosen careers (Mission Statement 1990). Within its broad mission the school has four general emphases: education; psychology, with a focus on families and children, especially children who are mentally retarded or otherwise disabled; the development of research into the use of high technology in the classroom; and human service policy and implementation. Peabody seeks to educate broadly both teachers and highly skilled professionals with a deep concern for the human condition.

Peabody College is engaged in basic and applied research to create reliable knowledge about the progress of education and human development and to translate that knowledge into excellent practice. The college seeks to transmit this knowledge through a diverse array of undergraduate, graduate, and professional programs.

Peabody College traces its lineage to Davidson Academy, organized in 1785, ten years before the state of Tennessee was founded. Except for shifts of name and scene, it continues today. 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 for whom the college is named.

Bruce Ryburn Payne, president of the college from 1911 until 1937, was architect not only of the physical campus but also of the ideal that was to become the Peabody College tradition. The campus, with its stately buildings and expansive greens inspired by Thomas Jefferson's design for the University of Virginia, has through the years been a quiet oasis of beauty in the city—and in 1974 was designated a National Historic Landmark.

The Peabody tradition has grown from the excellence of Peabody's academic programs and the quality of its graduates, who serve in elementary and secondary schools, colleges and universities, libraries, state departments of education and other government positions, businesses, and non-profit organizations all across the nation and beyond.

There were five presidents of the college after Bruce Payne: S.C. Garrison, 1937–45; Henry H. Hill, 1945–61 and 1966–67; Felix Robb, 1961–66; John M. Claunch, 1967–73; and John Dunworth, 1973–79.

Today nearly 1,600 students are enrolled at Peabody, with about 50 percent 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.

The college offers the Bachelor of Science (B.S.) and the following professional degrees: Master of Education (M.Ed.), and Doctor of Education (Ed.D.). The Vanderbilt Graduate School, through Peabody departments, offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.).

## Special Units of the College

### **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 societally 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, e.g., 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.

### **Peabody Center for Education Policy at Vanderbilt University**

The Peabody Center for Education Policy 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, life-long 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 will address 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.

### **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.

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**Peabody Journal of Education**

The *Peabody Journal of Education*, an interdisciplinary scholarly publication, fosters the development and dissemination of knowledge related to important questions of education and human development. The *Journal*, in publication since 1923, is published quarterly and distributed across the United States and in twenty-five foreign countries.

## Facilities

### Libraries

In 1936, George Peabody College for Teachers, Vanderbilt University, and Scarritt College for Christian Workers pioneered a cooperative library enterprise in establishing the Joint University Libraries (JUL). With the merger of Vanderbilt and Peabody in 1979, the JUL became the Vanderbilt University Library (VUL). In 1984 the library was renamed the Jean and Alexander Heard Library. Today this library system is one of the major research resources in the mid-South, with ten collections totaling more than two million volumes. Access to materials in the library is provided through the library's integrated, automated system, Acorn. Public catalog terminals are located in all library divisions and units, and circulation of books is handled by this system, as well.

Cooperative programs with other resource centers in the region and nation make many additional materials available. Membership in the Chicago-based Center for Research Libraries is the most notable. The Jean and Alexander Heard Library is also a depository for U.S. Government publications, with the main document collection housed and administered in the Central Library.

The Central Library, including the modern H. Fort Flowers graduate wing, is located on Twenty-first Avenue South. This library houses materials in the humanities and social sciences. On the main floor of the Central Library are the circulation desk, reference and bibliography collections, and the government documents unit. The reserve room and a comfortable study area are on the ground floor. The periodical reading room and a media room are on the sixth level, and the Arts Collection is on the eighth.

Special Collections, located in the graduate wing, contains the Wills Collection of Fugitive and Agrarian writers, collections in Southern politics and Tennessee history, and the Vanderbilt University Archives.

The Education Library on the east campus holds materials in the fields of education, psychology related to education, special education, child study, human resources, library and information science, literature for children and adolescents, and curriculum materials. A subscriber to the ERIC (Educational Resources Information Center) service, this library

houses and services a collection of ERIC microfiche copies of reports and documents in the field of education. On-line computer searches and CD-ROM end-user searches of the ERIC file and other databases are offered.

The Curriculum Laboratory, a special collection designed for teacher education students, is located in the Education Library. The laboratory is a materials center offering instructional aids such as kits for individual instruction, instructional games, curriculum guides, testing materials, textbooks, educational software, and other curriculum materials.

Other resources of the Heard Library include extensive collections in the following specialized libraries: Divinity Library, Alyne Queener Massey Law Library, Walker Management Library, Annette and Irwin Es-kind Biomedical Library, Wilson Music Library, A. J. Dyer Observatory Library, and Sarah Shannon Stevenson Science and Engineering Library.

### **Computer Resources**

Academic Computing and Information Services (ACIS), located in the Hill Center Expansion, provides computing services and resources to Vanderbilt students, faculty, and staff.

ACIS maintains and supports VUnet, the campus-wide data network that provides access to the Internet, as well as VUnet ID, which enables Vanderbilt users to identify themselves to certain services on VUnet. Services currently authenticated by VUnet ID include OASIS, the University's course registration system; VUmail, the University's electronic message system; and VUdirectory, the University's on-line directory service.

All campus residences are included in ResNet, which provides services for direct connection to VUnet. More information about ResNet can be found at <http://www.vanderbilt.edu/resnet>. For dial-up connection, ACIS offers VUaccess. For more information about VUaccess, visit <http://www.vanderbilt.edu/vuaccess>.

The ACIS Help Desk is an information center designed to help students, faculty, and staff find answers to questions about connecting to VUnet and using VUnet services. Help Desk locations, hours, contacts, and other information can be found at <http://www.vanderbilt.edu/helpdesk>.

For more information about computing at Vanderbilt, visit the "Computing at Vanderbilt" Web page, <http://www.vanderbilt.edu/compute>.

## The University

Commodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it "contribute . . . to strengthening the ties which should exist between all geographical sections of our common country."

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: "We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Today as Vanderbilt pursues its mission, the University more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of over 1,600 full-time members and a diverse student body of about 9,700. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 316-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, park-like setting of broad lawns, shaded paths, and quiet plazas.

Off-campus facilities include the Arthur J. Dyer Observatory, situated on a 1,131-foot hill, six miles south of the main campus.

The schools of the University offer the following degrees:

*College of Arts and Science.* Bachelor of Arts, Bachelor of Science.

*Graduate School.* Master of Arts, Master of Arts in Teaching, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.

*Blair School of Music.* Bachelor of Music.

*Divinity School.* Master of Divinity, Master of Theological Studies.

*School of Engineering.* Bachelor of Engineering, Bachelor of Science, Master of Engineering.

*School of Law.* Doctor of Jurisprudence.

*School of Medicine.* Doctor of Medicine.

*School of Nursing.* Master of Science in Nursing.

*Owen Graduate School of Management.* Master of Business Administration.

*Peabody College.* Bachelor of Science, Master of Education, Doctor of Education.

No honorary degrees are conferred.

### *Accreditation*

Vanderbilt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501) to award Bachelor's, Master's, Specialist's, and Doctor's degrees. Vanderbilt is a member of the Association of American Universities.





# Life at Vanderbilt

**V**ANDERBILT provides a full complement of auxiliary services to meet the personal needs of students, to make life on the campus comfortable and enjoyable, and to provide the proper setting for academic endeavor.

## **Graduate/Professional Student Association**

The Graduate/Professional Student Association serves as a channel for student opinion. Members are elected by students in each department. The association coordinates academic, social, and other activities significant to the graduate and professional student community and is available to members of the administration and faculty for consultation on matters concerning the school and its student body.

## **Housing Facilities**

The Office of Residential and Judicial Affairs provides apartment-style housing for as many graduate students as possible. Applications for housing will be mailed to all admitted students during the spring. Questions should be addressed to the Office of Residential and Judicial Affairs, Station B 1677, Nashville, Tennessee 37235. A \$200 deposit is required at the time of application. Returning residents of University housing will be permitted to renew their leases until May 1. Incoming students in graduate and professional schools will receive priority for the remaining available housing for the fall if their applications are received by May 1. Any returning student may apply for on-campus housing by filing with a \$200 deposit. After May 1, assignment is made on the basis of the date of application.

Apartments are leased for the entire academic year. Students who are assigned space on the campus are therefore committed for one year and should understand that only withdrawal from the University will cause the lease to be terminated.

Residential occupancy is subject to the terms and conditions of a lease executed by the occupants. Only full-time students at Vanderbilt are eligible for campus apartments. Apartments must be vacated within twenty-four hours if the occupants cease to be students.

University housing for graduate and professional students is available in the following facilities:

Lewis House, on the south side of campus, is an eleven-story apartment building with air-conditioned efficiency, one-bedroom, and two-bedroom apartments. Undergraduates live on the lower four floors.

The Family Housing Complex, located at the eastern edge of campus on Eighteenth Avenue South, has air-conditioned, town-house apartments with living room and kitchen downstairs and two bedrooms and bath upstairs. The apartments are designed for families with children.

The Garrison Apartment complex on Eighteenth Avenue South has air-conditioned efficiency and one-bedroom units. Single as well as married students are assigned here. TeleVU, the residence hall cable television system, and ResNet, the residential data network, are available in all apartments in Lewis House, Family Housing, and Garrison Apartments.

### *Off-Campus Housing*

The Office of Residential and Judicial Affairs maintains a listing of available off-campus accommodations in the Nashville area. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office by early July for suggestions and guidance.

### *Change of Address*

Students who change either their local or permanent mailing address are expected to notify school and University registrars immediately. Candidates for degrees who are not in residence should keep the school and University Registrar informed of current mailing addresses.

### **Identification Cards**

Identification cards are multifunctional, serving as each student's library card, building access card, and, when combined with a campus dining or flexible-spending account, dining card that also can be used to make cash-free purchases throughout the campus (see Eating on Campus).

Identification cards are issued at the Vanderbilt Card Office. Validation of each student's card for the current semester will be made electronically each time it is used. For more information, see the web site, <http://www.vanderbilt.edu/vucard>.

### **Eating on Campus**

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. There are three all-you-care-to-eat dinner plans available on campus during the academic year. Through a Vanderbilt Card account, a student can purchase food at any of the above-listed locations. Two accounts are available: the Flexible Spending Account (FSA) for purchases from the Bookstore or any other on-campus facility that accepts the Vanderbilt Card, and a Campus Dining Account (CDA) for food purchases. All first-year students living in freshmen housing are required to enroll in the Dinner Plan, which provides seven all-you-care-to-eat meals a week for one price, paid at the begin-

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ning of the semester. For more information, visit the Web site, <http://www.vanderbilt.edu/dining>.

## Services to Students

### **Student Records (Buckley Amendment)**

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as the Buckley Amendment or FERPA). This act affords students certain rights with respect to their educational records. These rights include:

The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the university official to whom the request should be addressed.

The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish to request an amendment to their educational record should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without consent. One such situation is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Buckley Amendment provides the University the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Any student who does not wish disclosure of directory

information should notify the University Registrar in writing. Such notification must be received by August 1st to assure that the student's address and phone number do not appear in any printed Vanderbilt Directory. No element of directory information as defined above is released for students who request nondisclosure. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding.

If a student believes the University has failed to comply with the Buckley Amendment they may file a complaint using the Student Complaint and Grievance Procedure as outlined in the Student Handbook. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the University Registrar or to the Office of University Relations and General Counsel.

#### *Vanderbilt Telephone Directory Listings*

Individual listings in the student section of the *Vanderbilt Directory* will consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. Students who want their names to be excluded from the directory must notify the University Registrar, 134 Magnolia Circle, in writing, by 1 August.

In addition to the paper *Vanderbilt Directory*, there is also an on-line VUnet e-mail directory accessible both on- and off-campus via the world wide web. At the time students initially set up their VUnet IDs and passwords, they have the option of withholding their e-mail address from this directory if they so choose.

#### **Psychological and Counseling Center**

The Psychological and Counseling Center is a broad-based service center available to students, faculty, staff, and their immediate families. Services include: individual and group counseling and psychotherapy for personal problems and issues; psychological assessment; group support programs for learning skills such as relaxation; assertiveness; marital communication; reading and study techniques; and weight, stress, and time management; administration of national testing programs; career choice/change and college major counseling; outreach and consultation with departments; and campus speakers and educational programs.

Eligible persons may make appointments by visiting the Center or by calling 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, <http://www.vanderbilt.edu/pcc>.

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## Career Center

The Career Center at Vanderbilt helps students and graduates of Vanderbilt University develop and implement career plans. This is accomplished by offering a variety of services and educational programs that help them assess career options, learn job search skills, gain career-related experience, and connect with employers. See the Web site, <http://www.vanderbilt.edu/career>, for more information.

Services include: career counseling and testing; a resource center; a alumni career advisory network; graduate and professional school services; career classes and seminars; résumé consultation; video interview training; internship information service; career and job fairs; campus interviews; job listings and résumé referrals; and alumni services.

## Employment

Graduates of Peabody's teacher training programs are successful in obtaining classroom teaching positions in private and public schools at the preschool, elementary, and secondary school levels. Other graduates pursue graduate or professional education, while still others seek careers in government, business, or industry.

## Student Health Center

Vanderbilt's Zerfoss Student Health Center (SHC) is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office or HMO.

The following primary care health services are provided to students registered in degree status without charge and without copayment: visits to staff physicians and nurse practitioners; personal and confidential counseling by mental health professionals; routine procedures; educational information and speakers for campus groups; some routine laboratory tests; and specialty clinics held at the SHC.

These SHC primary care services are designed to complement the student's own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

Dr. John W. Greene, director of the Student Health Center, is a tenured faculty member of the Vanderbilt University School of Medicine. The entire medical staff is composed of physicians and nurse practitioners who have chosen student health as a primary interest and responsibility.

The Zerfoss Student Health Center is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summers. Students should call ahead to schedule appointments (322-2427). A student with an urgent problem will be given an appointment that same day, or "worked in" if no appointment is available. When the Health Center is closed, students needing acute

medical care may go to the Emergency Department of Vanderbilt University Hospital. They will be charged by the VU Medical Center for Emergency Department services.

Students may also call 322-2427 for twenty-four-hour emergency phone consultation, which is available seven days a week (except during summer and scheduled academic breaks). On-call Student Health professionals take calls after regular hours. Calls between 11 p.m. and 7 a.m. are handled by the Vanderbilt University Emergency Department triage staff.

### *Hospitalization Insurance Plan*

All degree-seeking students registered for 4 or more hours at Vanderbilt are required to have adequate hospitalization insurance coverage. The University offers a sickness and accident insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students at registration, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account. Coverage extends from 20 August until 19 August of the following year, whether a student remains in school or is away from the University.

A student who does not want to subscribe to the insurance plan offered through the University must notify the Office of Student Accounts of adequate coverage under another policy. A new student must complete and return the acceptance/waiver card that is available at registration or in the Office of Student Accounts. This card must be submitted at or by registration for the fall or spring semester. A returning student needs to submit an acceptance/waiver card in order to change her or his current insurance status.

*Family Coverage.* Additional premiums are charged for family hospital coverage. Married students who want to provide coverage for their families may secure application forms by contacting the on-campus Chickering representative, 322-4688.

### *International Student Coverage*

International students and their dependents residing in the United States are required to purchase the University's international student health and accident insurance plan. No exceptions are made unless, in the judgment of the University, adequate coverage is provided from some other source. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

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## Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Opportunity Development Center. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio-taped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Opportunity Development Center also serves as a resource regarding complaints of unlawful discrimination as defined by state and federal laws.

Each school has appointed a University Disability Monitor responsible for monitoring and improving disability services in academic programs. Contact your dean to find out the Disability Monitor for your school. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Assistant Director for Disability Services, Opportunity Development Center, Station B 1809, Nashville, Tennessee 37235; phone 322-4705 (V/TDD); fax 343-0671; <http://www.vanderbilt.edu/odc/>.

## Child Care Center

Vanderbilt Child Care Center operates as a service to University staff members, faculty members, and students. The program serves children from six weeks to five years of age. The center is accredited by the National Academy of Early Childhood Programs.

## Security

The Department of Security (322-2745) exists to protect students, faculty and staff members, visitors, and the assets of the University. Campus officers are carefully selected through testing and interviews and are trained according to Police Officer Standards and Training (POST) requirements. The Department of Security enforces state laws and University regulations.

In order to meet its obligations and its duty to the Vanderbilt community, the Department of Security has programs and services in place to educate and protect our community. The Department of Security has an escort service that is available for persons who need an escort after dark between points on campus for personal safety reasons or for those who need transportation because of physical disability. The telephone number for the service is 421-1888.

Blue light emergency telephones are strategically placed around the campus. When the receiver is lifted, they automatically access Security's 24-hour emergency line. Using this phone automatically identifies the

area of the caller to our communications division. The emergency line can also be called by dialing 421-1911 (1-1911 on campus). The emergency phone system should be used to report medical emergencies, crimes in progress, fires or to request immediate assistance for a life-threatening situation. For emergency situations that happen off campus individuals should use 911 for response by local police, fire, and medical services.

The Crime Prevention Division of the Department of Security offers several programs to increase awareness among the Vanderbilt Community and its neighbors. In addition to these services, it publishes and distributes informational resources on a variety of crime prevention topics. For further information on the programs and literature that are available, call 322-2558 or e-mail [crimeprevention.atwood@vanderbilt.edu](mailto:crimeprevention.atwood@vanderbilt.edu).

Recovered property may be turned in at any time to the Department of Security. Inquires about lost items may be made by contacting Security's Lost and Found Division, Monday through Friday, 8:30 a.m. to 4 p.m. The telephone number is 343-5371.

Information on security measures and a summary of crime statistics for the Vanderbilt campus are available from the Department of Security, 2800 Vanderbilt Place, Nashville, Tennessee 37203. More information is available from the Web site, <http://www.vanderbilt.edu/VUPD/vupdhome.htm>.

### **Parking and Vehicle Registration**

Parking space on campus is limited. Motor vehicles operated on campus *at any time* by students, faculty, or staff must be registered with the Office of Traffic and Parking. A fee is charged. parking regulations are published annually, and are strictly enforced.

Bicycles must be registered with the Department of Security.

### **Bishop Joseph Johnson Black Cultural Center**

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides African American educational and cultural programming for the University community, and retention services for African American students. Dedicated in 1984, and named for the first African American student admitted to Vanderbilt, Bishop Joseph Johnson (B.D. '54, Ph.D. '58), the center reinforces Vanderbilt's effort to promote diversity through the development of programs that foster understanding and appreciation of the African American experience.

The center provides a "home away from home" environment for African American students and sponsors lectures, symposia, academic materials, art exhibitions and other activities for the University and the community. Programs are publicized in a monthly campus calendar and a monthly newsletter, *News from the House*, which is distributed to African American students and other campus addresses by request. The Black Student Alliance (BSA) and the Cultural Center Advisory Board work



closely with the center. The center is open to the campus for small meetings and gatherings.

### **Margaret Cuninggim Women's Center**

The Women's Center was established in 1978 to provide support for women at Vanderbilt as well as resources about women, gender, and feminism for the University community. In 1987 the center was named in memory of Margaret Cuninggim, dean of women and later dean of student services at Vanderbilt.

Programs for students, staff, and faculty are scheduled throughout the fall and spring semesters and are publicized in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request. A student group that works closely with the Women's Center, Students for Women's Concerns, is open to all interested students, both male and female.

The center houses a small library with an excellent collection of unbound materials such as clippings and reprints, as well as journals, magazines, and tapes. Books and tapes circulate for two weeks. Copy facilities are available.

### **Religious Life**

The Office of the University Chaplain and Affiliated Ministries exists to provide occasions for religious reflection and avenues for service, worship, and action. There are many opportunities to clarify one's values, examine personal faith, and develop a sense of social responsibility. Major service projects through the Office of Volunteer Activities include the Alternative Spring Break, the Vanderbilt Prison Project, Habitat for Humanity, and the Student Y.

The Holocaust and Martin Luther King Jr. lecture series, as well as Project Dialogue, provide lectures and programs investigating moral issues, political problems, and religious questions.

Baptist, Episcopal, Jewish, Presbyterian, Reformed University Fellowship, Roman Catholic, and United Methodist chaplains work with individuals and student groups. Provisions for worship are also made for other student religious groups.

## **Extracurricular Activities**

### **Sarratt Student Center**

The Madison Sarratt Student Center provides a wide variety of programs and activities for the campus community. The Center houses a cinema where classic, foreign, and first-run films are shown nightly; an art gallery; art studios and a darkroom for classes and individual work; a game room;

work space for student organizations; comfortable reading rooms and lounges; an upscale pub; and large and small meeting rooms. The Center's student-run committees plan concerts and events that take place throughout the campus, and the Sarratt Main Desk serves as a Ticketmaster™ outlet, handling ticket sales for most of the University's and Nashville's cultural events.

### **Recreation and Sports**

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the University. All students pay a mandatory recreation fee which supports facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

Physical activity classes offered include swimming, volleyball, racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Twenty-three sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

The University recreation facilities include gymnasiums, tracks, and four softball diamonds. The four lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Student Recreation Center houses a swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and Nautilus room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; a Wellness Center; and the Time-Out Cafe. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.

# Degree Programs



## Professional Degree Programs

Peabody College has extensive offerings at the post-baccalaureate level in many areas of education, educational leadership, counseling, psychology, human development, and special education.

<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.	Leadership and Organizations
Higher Education Administration	M.Ed., Ed.D.	Leadership and Organizations
Human Resource Development	M.Ed., Ed.D.	Leadership and Organizations
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.	Leadership and Organizations
Secondary Education	M.Ed.	Teaching and Learning
Social Studies Education	M.Ed., Ed.D.	Teaching and Learning
Special Education	M.Ed.	Special Education
Human Development Counseling	M.Ed.	

## Degree Requirements

### **Master of Education (M.Ed.)**

A minimum of 30 hours of post-baccalaureate credit (48 hours in Human Development Counseling and 39 hours in Policy Development and Program Evaluation), with half or more of the hours in courses intended exclusively for professional students (3000-level courses), is required for the M.Ed. degree. Approved areas and the proportion of the 30 hours allotted to each are specified by each department. All work credited for the master's degree must be completed within a six-year period.

#### *Deficiencies*

An incoming professional student with deficiencies in areas the major department considers prerequisite to a professional program must take such course work without credit in addition to the courses required for the advanced degree.

#### *Thesis Programs*

Students in a thesis program must submit to the Dean of the college two approved copies of a thesis, giving evidence of original investigation in the major subject. The thesis must be approved by the student's faculty adviser and department chair. A comprehensive examination is required for some degree programs. The University calendar provides deadline dates for submission of the thesis copies.

Detailed instructions for thesis preparation are available in the office of the Dean.

#### *Non-Thesis Programs*

Students following a program without thesis must pass a comprehensive examination designed and administered by the department.

### **Doctor of Education (Ed.D.)**

The Ed.D. degree is awarded in recognition of distinguished attainment in a particular field of education and human development, as evidenced by examination and by a dissertation or doctoral study presenting results of independent research. General requirements are listed below. Many departments have additional requirements.

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*Course Work*

The Ed.D. degree requires 72 hours of post-baccalaureate graduate-level credit exclusive of the 12 hours of research tools required. Not more than 60 hours out of the 72 hours may be taken in courses offered within a particular specialization. Not every academic program at Peabody can be accomplished within the minimum hours required.

Students may apply 42 hours of master's and post-master's course work toward the Ed.D. degree program. A minimum of 42 hours must consist of new course work taken at Peabody while enrolled as an Ed.D. degree student.

*Time Limit for Course Work*

Unless taken as part of another previously completed degree program (e.g., M.Ed.), all work credited toward the Ed.D. degree must be completed within eleven years prior to the date of graduation. Students who enter the Ed.D. degree program without advanced degrees and who do not plan to complete a master's degree at Peabody College may petition exemption of a master's level block of courses (up to 30 hours) from this requirement.

*Residency*

Doctoral students must satisfy the residency requirement with one of the following options:

1. Two consecutive semesters (one of which may be a summer session) in which at least 9 hours have been completed in each of the two terms or in which at least 6 hours have been completed in one term and 12 in the other.
2. Three semesters (regular and summer) in a four-semester sequence in which at least 6 hours have been completed in each session.

Doctoral dissertation hours may not count toward the residency requirement.

*Progress toward Degree*

From the point of admission, all Ed.D. students' progress toward the degree is monitored by their departments. Toward the end of each spring semester, the department faculty formally review all student records and determine if satisfactory progress is being made. If a student's progress is judged to be unsatisfactory, the department may (1) require the student to meet specific conditions (set by the department) in order to continue in the program or (2) dismiss the student from the program, and thereby, from Peabody College.

### *Research Tools*

Each doctoral student is expected to demonstrate competence in areas related to research design, methodology, and statistical analysis. The research tools requirement may be satisfied by completion of at least 12 hours in research tools courses approved by the department. A student must achieve an average of B or better in the set of courses used to meet the tools requirement. Some departments accept foreign language proficiency, where appropriate to a student's program of study, in lieu of 6 hours of tools courses (two foreign languages are sometimes accepted in lieu of 12 hours). A score of at least 450 on the appropriate Graduate School Foreign Language Test (GSFLT) is required if the language option is elected and approved.

### *Admission to Candidacy*

Admission to Peabody College does not imply admission to candidacy for the Ed.D. degree. To be admitted to candidacy, the student must have satisfied the research tools requirements and have passed the written and oral qualifying examinations administered by his or her doctoral committee, which also may supervise subsequent work toward the degree. The doctoral committee will then recommend to the department chair, who will recommend to the Dean, that the student be admitted to candidacy. Students who have received notification from the Dean's office awarding official candidacy status are eligible to register for dissertation hours.

### *Registration*

Students must register for each semester from the first semester of admission until completion of degree requirements. A leave of absence must be requested from the Dean for any semester of nonregistration prior to candidacy.

Ed.D. students are eligible to register for dissertation credit during the semester in which they have arranged to complete qualifying examination requirements and be admitted to candidacy. If students fail to complete all requirements and do not receive official candidacy status, they may not register again for dissertation hours until that status has been attained.

The normal academic, full-time registration is 9 to 15 hours per semester (6 to 9 hours in the summer). After completing the hourly course requirements for the degree, the student registers for at least 1 hour of professional credit or its equivalent. Doctoral candidates must continue to register for at least 1 hour of graduate-level credit or its equivalent until all degree requirements are completed. Candidates are not eligible for leaves of absence.

Students with exceptional academic credentials may take more than the normal maximum of 15 hours of course credit per semester (9 hours in the summer), upon recommendation of their adviser, approval of the chair of the department, and the Dean.

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*Qualifying Examinations*

The purpose of the written and oral qualifying examinations is to test the student's knowledge in the field of specialization, to assess the student's familiarity with published research in the field, and to determine whether the student possesses those critical and analytic skills needed for a career in education and human development.

The examinations are conducted by a doctoral committee appointed by the Dean on recommendation of the student's major professor and the department chair. The committee consists of no fewer than three members, one of whom must be from a department other than the one in which the student is majoring. The functions of the doctoral committee are to administer the qualifying examinations, to approve the dissertation proposal, to aid the student and monitor progress on the dissertation, and to administer the final oral examination.

The written qualifying examination is given twice a year—once in the fall semester and once in the spring. Some departments may schedule examinations in the summer session. Before a qualifying examination can be scheduled, the student must have completed most course work in the doctoral program, including all research tools. The student must have at least a B average in research tools courses and at least a 3.0 average for all course work for the doctoral program.

The oral qualifying examination must be taken in the same semester in which the written examination is passed. When the student has passed both examinations, the doctoral committee will recommend to the department chair, who will recommend to the Dean, that the student be admitted to candidacy for the degree. Candidacy is awarded for five years.

*Dissertation*

An Ed.D. degree student must present an acceptable dissertation in his or her field. The dissertation demonstrates that the student has technical competence in the field and has done research of an independent character; it must add to or modify what was previously known or present a significant application of the subject based upon original investigation.

After the student's admission to candidacy, the proposal for the dissertation shall be submitted for formal approval by the student's doctoral committee.

The dissertation and all other requirements for the Ed.D. degree must be completed no later than five years after the semester in which the candidate passes the qualifying examinations and is admitted for candidacy for the degree. A student may be readmitted to candidacy after the five years have expired only upon application to the Dean of the college and with approval of the department faculty. In some cases, the student will be required by the department to demonstrate by a qualifying examination, or by additional course work, that he or she is competent to be re-admitted to candidacy in the doctoral program.

Copies of the completed dissertation (prepared according to the format defined in the *Publication Manual of the American Psychological Association* and the *Peabody Guide for Writers of Theses, Independent Studies, and Dissertations*) must be submitted to the doctoral committee for its consideration at least one month before the final oral examination. The committee will accept or reject the dissertation and conduct the final oral examination.

Three copies of the approved dissertation bearing original signatures of the doctoral committee and department chair, accompanied by three copies of an abstract of not more than 350 words and signed by the committee chair, must be registered in the office of the Dean not later than two weeks before the end of the term in which the student expects to receive the degree. The deadline date is published in the University calendar.

The graduate is expected to publish the dissertation by having it micro-filmed; this service is handled by Peabody College on the graduate's behalf. The dissertation must be accompanied by a completed University Microfilms form and a completed Survey of Earned Doctorates form, available in the office of the Dean. One copy of the dissertation is micro-filmed and then given to the department. Two copies of dissertations are bound and presented to the Jean and Alexander Heard Library. The circulating copy is available in the Education Library.

The dissertation abstract is published in *Dissertation Abstracts International*, which publicizes the completion of the dissertation and announces its availability on microfilm.

### *Final Oral Examination*

At least twenty-one days before the end of the term in which the degree is to be conferred, the student takes a final oral examination administered by the doctoral committee on the dissertation and significant related materials.

The student is expected to demonstrate an understanding of the larger issues of which the dissertation topic is a part. Students are required to notify the office of the Dean at least two weeks prior to the date of the final oral examination so that the University community may be invited to attend the final oral examination. The examination is announced in advance in the *Vanderbilt Register*.

### **Post-Doctoral Study**

Individuals interested in pursuing a second earned doctorate may do so at Peabody. Full admission to a degree program is required for this post-doctoral study option. The program of study for a second doctoral degree will be designed on an individual basis and must include at least 32 hours of appropriate course work at Peabody. The number of dissertation research hours required varies with the department of the second doctoral major. Post-doctoral students pursuing a second doctoral degree will also be expected to pass written and oral qualifying examinations in the new specialty area, as well as the final oral examination involving the dissertation defense.



## Graduate Degree Programs

The Graduate School, through departments of Peabody College, offers the Master of Science and Doctor of Philosophy in Education and Human Development and in Psychology and Human Development.

### Major in Education and Human Development

<i>Department</i>	<i>Area of Specialization</i>	<i>Degree</i>
Leadership and Organizations	General Administrative Leadership	M.S., Ph.D.
	Higher Education Administration	M.S., Ph.D.
	School Administration	M.S., Ph.D.
Special Education	Behavior Disorders	M.S., Ph.D.
	Early Childhood Special Education	M.S., Ph.D.
	Mental Retardation	M.S., Ph.D.
	Mild to Moderate Disabilities	M.S., Ph.D.
	Visual Impairment	M.S., Ph.D.
Teaching and Learning	Curriculum and Instructional Leadership	M.S., Ph.D.
	Early Childhood Education	M.S., Ph.D.
	Elementary Education	M.S., Ph.D.
	Instructional Technology	M.S., Ph.D.
	Language and Literacy Education	M.S., Ph.D.
	Mathematics Education	M.S., Ph.D.
	Science Education	M.S., Ph.D.
	<i>Program</i>	<i>Degree</i>
	Policy Development and Program Evaluation	M.S., Ph.D.

### Major in Psychology and Human Development

<i>Department</i>	<i>Area of Specialization</i>	<i>Degree</i>
Psychology and Human Development	Clinical Psychology	M.S., Ph.D.
	Cognitive Studies	M.S., Ph.D.
	Developmental Psychology	M.S., Ph.D.
	Quantitative Methods	M.S., Ph.D.
	Community Psychology	M.S., Ph.D.

## Admission to the Graduate School

Students may be admitted upon graduation from an accredited college or university with a baccalaureate degree. Ordinarily, students who have only the baccalaureate degree are admitted to the M.S. program. Students with an M.A. or M.S. degree may be admitted directly to the Ph.D. program. Although successful completion of the M.S. provides a foundation for doctoral studies, it does not guarantee admission to the Ph.D. program at Vanderbilt. The applicant's college course should embrace a broad liberal arts program, with the record showing an average of *B* or better. All applicants are required to take the Graduate Record Examination.

Initial inquiries regarding the M.S. and Ph.D. degrees should be addressed to the Registrar of the Graduate School, 411 Kirkland Hall, Nashville, Tennessee 37240. Applications for admission should be sent to the Graduate School before February 1 preceding the academic year in which a student expects to matriculate.

## Master of Science

The M.S. degree program is designed to enable students to explore personal interests or vocational options, to acquire a background for teaching at the secondary level, and/or to attain a foundation for further studies at the doctoral level.

Program requirements in general are similar to those for the Master of Education, although M.S. programs are more research oriented, and a thesis is required. Specific program requirements for each major are described in the *Graduate School Catalog*.

Candidates for the M.S. must spend at least one academic year in residence at Vanderbilt after completing the bachelor's degree. A minimum of 24 hours of graduate work is required.

The topic for the master's thesis is chosen in consultation with, and with approval of, a thesis committee of two faculty members closely associated with the candidate's program.

## Doctor of Philosophy

The Ph.D. is granted in recognition of high attainment in a special field of knowledge as evidenced by examinations and a dissertation representing independent research.

The degree formally requires 72 hours of graduate study. Specific program requirements vary with the department.

# Licensure for Teaching

**V**ANDERBILT offers teacher education programs for post-baccalaureate students leading to 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), or early childhood/preschool (grades PreK–1).* All of these programs are offered by the Department of Special Education.

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 program completion*, which may be different from licensure requirements in effect at the time they entered the program. Requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Peabody Catalog* or the *Graduate Guide to Teacher Licensure* published by the Office of Teacher Licensure.

## **Advanced Licensure Programs**

Programs leading to advanced licensure are offered in the following areas:

*School Counselor (grades PreK–12).* Offered by the HDC Program.

*Special Teacher of Reading (grades K–8 and/or 7–12).* Offered by the Department of Teaching and Learning.

## **Admission to Teacher Education (For Graduate Professional Students)**

All students at the graduate level preparing for teaching careers and licensure must be admitted to a teacher education program.

Students in graduate professional programs should notify the Office of Teacher Licensure at Vanderbilt of the intent to seek licensure before registering for the first semester of courses. Information will be provided at that time about the process of admission to the teacher education program.

### **Internship/Induction Program**

The Internship/Induction Program is an “alternative program” for graduate-level teacher licensure. The admissions requirements are the same as for traditional programs; however, admission to this program is very competitive, and proposed dedication to a teaching career is particularly important. This 15-month program begins in June each year and ends during the second summer. It is available for those preparing for licensure as elementary 1–8, or secondary education teachers only. It is not available for early childhood, elementary K-8, or special education.

The program consists of a full load of course work and a full school year of internship with Vanderbilt-trained mentor teachers in Nashville area schools. Teaching and coursework requirements extend through the fall and spring semesters. Program requirements are completed during the second summer, resulting in a Master of Education degree and teacher licensure, provided there are no deficiencies in the liberal arts or academic specialization. In addition, the State of Tennessee recognizes this internship year as completion of the first year of teaching for some purposes.

The information about graduate-level teacher education programs that follows pertains to both the traditional program and the Internship/Induction Program (with the exception of Screening II prior to student teaching, which does not apply to interns in this program). There may also be some revisions in coursework/field experience requirements for the Internship/Induction Program. Consult the faculty Director of the Internship/Induction Program in the Department of Teaching and Learning for specific Internship/Induction Program requirements.

## **Program of Studies and Licensure Audit**

Upon admission to teacher education, each degree-seeking, post-baccalaureate student, in consultation with his or her Peabody adviser, must prepare two documents: (a) a program of studies that lists courses leading to the post-baccalaureate degree, and (b) audits that list work to meet teacher licensure requirements.

### **Program of Studies**

The proposed program of studies listing courses for a graduate degree must be signed by the adviser, the department chair, and the Associate Dean for Graduate Professional Programs. Forms are available in departmental offices.

### **Licensure Audit**

Because teacher licensure at the graduate level is based partly on a student’s undergraduate study, the student should request that an audit be done on the undergraduate transcript by the Director of Teacher Licensure

within the first two weeks after matriculation. When this has occurred, the student will meet with the education adviser to determine the course work to complete all course work requirements for licensure. Audit form A pertains to the undergraduate liberal arts. Audit form B pertains to the professional education coursework required for licensure. Students seeking secondary licensure also have audit form C which pertains to the subject area intended for the teaching endorsement. Forms are available in the Office of Teacher Licensure, 305 Social Religious Building. The licensure audits should be filed with the Director of Teacher Licensure no later than two weeks after the beginning of the first class the student takes for licensure at Peabody.

### **Liberal Education Core**

Liberal Education Core courses usually are completed as part of a student's liberal arts undergraduate program. Audit form A, referred to above, lists studies in humanities, social sciences, natural sciences, mathematics, and communications required for teacher licensure. The Director of Teacher Licensure will evaluate the undergraduate transcript to ascertain equivalents upon the student's request. If deficiencies are noted, additional course work may be required as determined by the student's education faculty adviser.

### **Professional Core Requirements**

#### *Early Childhood Education (PreK–Grade 3) Post-Baccalaureate Program*

The following professional education courses and field work meet licensure requirements for early childhood education. Students may request alternative courses by petition, with the approval of their adviser, the department chair, and the Director of Teacher Licensure.

PROFESSIONAL EDUCATION COURSE WORK. 42 hours  
EDUC 3500. Seminar on Teaching and Schools [3]  
EDUC 2920. Social and Philosophical Aspects of Education [3]  
or EDUC 3050. Advanced Social and Philosophical Aspects of Education [3]  
SPED 3000. Education and Psychology of Exceptional Learners [3]  
EDUC 3110/PSY 334P. Psychological Foundations of Education [3]  
HMED 2250. Introduction to Arts Education [2]  
MTED 3250. Advanced Teaching of Mathematics in the Elementary School [3]  
SCED 3250. Advanced Teaching of Science in the Elementary School [2]  
SSED 3250. Advanced Teaching of Social Studies in the Elementary School [2]  
EDUC 3200. Foundations of Early Childhood Education [3]  
EDUC 3210. Instructional Programs for Young Children [3]  
EDUC 3220. Parents, the School, and the Community [3]  
EDUC 2140. Infant and Toddler Education [3]  
EDUC 3390. Literacy Development [3] or  
EDUC 3415. Theory and Practice of Reading Education in Elementary Grades [3]  
EDUC 3417. Theory and Practice of Language Arts in Elementary Grades  
ENED 2910. Exploring Literature with Children [3]

FIELD EXPERIENCE. 9 hours

EDUC 3270. Practicum in Elementary Language Arts [1]

EDUC 3280. Practicum in Elementary Sciences [1]

EDUC 3006. Internship Seminar: ECE [1]

EDUC 3001. Internship in Teaching: ECE [6]

TOTAL: 51 hours

### *Elementary Education (Grades K–8 Endorsement) Post-Baccalaureate Program*

The following professional education courses and field work meet state licensure requirements for elementary education (endorsement in grades K–8). Students may request alternative courses by petition, with the approval of their advisers, the department chair, and the Director of Teacher Licensure.

PROFESSIONAL EDUCATION COURSE WORK. 33 hours

EDUC 3500. Seminar on Teaching and Schools [3]

EDUC 2920. Social and Philosophical Aspects of Education [3]

or EDUC 3050. Advanced Social and Philosophical Aspects of Education [3]

SPED 3000. Education and Psychology of Exceptional Learners [3]

EDUC 3110/PSY 334P. Psychological Foundations of Education [3]

MTED 3250. Advanced Teaching of Math in the Elementary School [3]

SCED 3250. Advanced Teaching of Science in the Elementary School [2]

SSED 3250. Advanced Teaching of Social Studies in the Elementary School [2]

HMED 2250. Introduction to Arts Education [2]

EDUC 3415. Theory and Practice of Reading Education in Elementary Grades [3]

or EDUC 3390. Literacy Development [3]

EDUC 3417. Theory and Practice of Language Arts in Elementary Grades [3]

EDUC 3420. Literacy for Diverse Special Needs Learners [3]

ENED 3000. Exploring Literature with Children [3]

FIELD EXPERIENCE. 9 hours

EDUC 3270. Practicum in Elementary Language Arts [1]

EDUC 3280. Practicum in Elementary Sciences [1]

EDUC 3005. Internship Seminar: Elementary [1]

EDUC 3000. Internship in Teaching: Elementary [6]

TOTAL: 48 hours

### *Secondary Education (Grades 7–12) Post-Baccalaureate Program*

Programs leading to licensure for secondary school teaching (grades 7–12) are offered in the following areas:

English

Foreign Languages (endorsement would be in one of: French, German, Latin, or Spanish)

Mathematics

Social Science (endorsement would be in one of: History, Economics, Political Science [Government], Psychology, or Sociology)

Science (endorsement would be in one of: Biology, Chemistry, Geology [Earth Science], or Physics)

The following professional education courses and field work meet licensure requirements for secondary education. Students may request alternative courses by petition, with the approval of their advisers, the department chair, and the Director of Teacher Licensure.

PROFESSIONAL EDUCATION COURSE WORK. 20 hours

EDUC 3500. Seminar on Teaching and Schools [3]

EDUC 2920. Social and Philosophical Aspects of Education [3]

or EDUC 3050. Advanced Social and Philosophical Aspects of Education [3]

SPED 3000. Education and Psychology of Exceptional Learners [3]

EDUC 3110/PSY 334P. Psychological Foundations of Education [3]

EDUC 3510. Advanced Teaching in Secondary Schools [3]

EDUC 2320. Teaching for Understanding and Academic Literacy [2]

One of the following:

ENED 3100. English Education Methods [3]

MTEd 3360. Advanced Teaching of Mathematics in the Secondary School [3]

SCED 3370. Advanced Teaching of Science in the Secondary School [3]

FLED 2380. Teaching Foreign Language in the Secondary School [3]

SSED 3390. Advanced Teaching of Social Studies in the Secondary School [3]

FIELD EXPERIENCE. 7 hours

EDUC 2330. Practicum in Secondary Education [1]

EDUC 3007. Internship Seminar: Secondary [1]

EDUC 3002. Internship in Teaching: Secondary [6]

TOTAL: 27 hours

Some of the courses used to satisfy licensure requirements also may be used to satisfy degree requirements. Professional courses taken for an undergraduate degree also may be used to meet certain requirements.

### *Initial Teacher Licensure in Special Education*

Students seeking initial licensure in Special Education must have an introductory professional education course and a course in psychological foundations of education. Major course requirements are listed under Special Education.

### *Meeting Degree and Licensure Requirements*

A number of the courses listed as meeting licensure requirements in the Professional Core also meet requirements for the post-baccalaureate degree major. In some cases, the need to meet licensure requirements reduces choice in certain categories of requirements for the major. Some of the professional licensure requirements may be met with courses from the student's undergraduate program if appropriate professional courses have been taken. If the student's undergraduate program is deficient in certain areas, these deficiencies must be remedied—usually with courses that cannot count in the graduate degree program.

Students seeking secondary licensure must also meet requirements for the subject(s) they wish to teach (see requirements for the undergraduate secondary education major in the *Undergraduate Catalog* for information about endorsement area requirements). Students with an undergraduate major in the teaching area ordinarily will meet endorsement requirements, but some endorsement areas have specific course requirements.

## SCREENING

A screening review, described below, is an important checkpoint that allows successful students to advance in the program. Attainment of 3.0 (4.0) cumulative grade point average and completion of required courses do not automatically qualify a student for continuation in the program.

Faculty evaluation of a student's qualifications for continuation in a teacher education program include academic and performance factors such as the following:

1. *Dependability* (as evidenced by good attendance in classes and practica and the completion of required assignments and procedures on time)
2. *Professional and ethical behavior* (honesty, acceptance of responsibility, emotional maturity, etc.)
3. *Attitude and interpersonal skills* (including the ability to work with children and with peers)
4. *Academic competence*. (It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses which might cause denial of a screening application.) Students seeking teacher licensure must be approved by the department through which licensure is sought.
5. *Teaching competence* (as evidenced by successful completion of practica requirements). It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific performance weaknesses which might cause denial of screening applications.

These criteria rest on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty.

Screening deadlines are *October 1* and *February 1* (Note: If either of these dates falls on a weekend, the deadline is moved to the following Monday.) Deadlines are firm; late applications will not be accepted. Application forms are available in departmental offices and should be returned to those offices no later than the deadline. (Note: Screening II applications require additional documents when submitted. See specific requirements on the applications.)

Students will be notified in writing of results of the faculty vote. In instances where there is a negative decision, the student wishing to appeal must do so in writing to the chairperson(s) of the department(s) denying the application. If the initial decision is upheld and the student wishes to continue the appeal, a written petition should be filed with the Administrative Committee of Peabody College.



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

Admission to Student Teaching is not automatic when prerequisite course work and field experiences have been completed. The semester prior to the one during which a student is to student teach, the student must submit a Screening II application to the appropriate department(s) and request student teaching placements. Deadlines are *October 1 for fall semesters, February 1 for spring semesters*. At the time of screening application, the student should be enrolled in any remaining prerequisite courses. No course work may be taken during the semester of student teaching and seminar.

After an initial review in the Office of Teacher Licensure, the Screening II application and other submitted materials will be considered by departmental faculty according to the following criteria for Screening II approval to student teach:

*A. Specific Academic Criteria*

1. Formal admission to a teacher education program granted (completion of Screening I)
2. Approved program of studies on file (see Program of Studies)
3. Second semester junior standing (for student teaching in the fall of the senior year)  
*or* first semester senior standing (for student teaching in the spring of the senior year)
4. Successful completion (C- or above) of all courses required and prerequisite to student teaching
5. Minimum cumulative grade point average of 2.5 (4.0 scale)
6. Satisfactory performance (C- or above) in coursework in areas in which teacher licensure is sought

*B. Specific Faculty Evaluative Criteria*

The faculty will consider the criteria of dependability, professional and ethical behavior, attitude and interpersonal skills, and teaching competence as itemized at the beginning of the Screening section.

Each Screening II application must be accompanied by additional documents, depending on the endorsement(s) being sought. Screening II applicants who are approved to student teach will receive notification of their student teaching placements no later than during the Student Teacher Orientation (Monday before VU classes begin on Wednesday for the semester).

Students who have passed Screening II are assigned two specific student teaching placements in the Nashville area. 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 3.0, 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 *Graduate Guide to Teacher Licensure* provided by the Office of Teacher Licensure 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 in most other states. The student is responsible for applying for licensure through the Office of Teacher Licensure located in 305 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 (3.000 on a 4.000 scale)
2. Achieving the state minimum score on all required parts of the PRAXIS Series tests (copies of 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).

\*Graduate programs refer to the student teaching semester as an internship. Students in the Internship/Induction Program complete a full-year internship.

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

# Academic Regulations



## The Honor System

Vanderbilt students are bound by the Honor System inaugurated in 1875 when the University opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for the Honor System. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Peabody Honor Council.

The University's Graduate Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

Students are expected to become familiar with the *Student Handbook*, available at the time of registration, which contains the constitution and by-laws of the Honor Council and sections on the Graduate Student Conduct Council, Appellate Review Board, and related regulations. The following is excerpted from the Honor System chapter of the current *Student Handbook*.

"Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council. The following are included as violations:

- Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, discarded computer programs, the aid of another instructor on a take-home exam, etc.); copying from another student's work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
- Plagiarism on an assigned paper, theme, report, or other material submitted to meet course [or degree] requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source.
- Failure to report a known or suspected violation of the Code in the manner prescribed.

- Any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- Use of texts or papers prepared by commercial or non-commercial agents and submitted as a student's own work.
- Submission of work prepared for another course without specific prior authorization of the instructors in both courses.
- Falsification of results of study and research."

### **Program of Studies**

All degree-seeking students must prepare an acceptable program of studies in consultation with their faculty advisers. The program should list courses to be completed to satisfy degree requirements and be approved by the adviser, department chair, and the Dean prior to the end of the second semester of study or prior to completion of 12 graduate-level hours of course work at Peabody, whichever comes first. Forms to be used and instructions for filing a program of studies are available in the departmental offices. Once a program of studies is filed and approved, changes or amendments must be made with approval of the student's faculty adviser, department chair, and the Dean.

### **Academic Standards**

The academic standards and policies listed here have been established by the Peabody Faculty Council and are applicable to all professional Peabody students. Some degree programs may have additional requirements. Students are advised to consult their departments or major advisers for specific requirements of degree programs.

### **Grading System**

The grading system for professional study at Peabody College includes the letter grades of *A, B, C, Pass, No Credit, and F*.

Plus or minus modifiers may be associated with letter grades 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	= 4.000	C+	= 2.300
A-	= 3.700	C	= 2.000
B+	= 3.300	C-	= 1.700
B	= 3.000	F	= 0.000
B-	= 2.700		

The letter *I* (incomplete) may be assigned with the instructor's approval of the student's written request (via the Request for Incomplete Grade form available at the Peabody Records Office) if the student is unable to complete the work in the published time period. If after the specified completion date (not to exceed one year), the incomplete has not been removed, it will be changed to the grade the student would have received without the missing work. Exceptions to the one-year limit on incomplete grades are master's theses, and doctoral studies and dissertations.

A grade of *MI* is given if a student has incomplete work and also missed the final examination. An *M* is assigned if a student has missed the final examination.

The symbol *W* (withdrawal) is assigned in lieu of a grade when a student doing satisfactory work formally withdraws from a class before the end of the first week after mid-semester. 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 a grade of *W* for courses in progress. A student who withdraws from school without an authorized administrative withdrawal receives grades of *W* or *F* depending upon the date of withdrawal. The grade of *W* is not included in the calculation of the grade point average.

### **Grade Point Average**

A cumulative grade point average of 3.000 (or a *B* average) in course work taken for credit is necessary for graduation (*A*-4, *B*-3, *C*-2, *F*-0).

### **Academic Probation**

A professional student whose cumulative grade point average falls below 3.000 is placed on academic probation and must achieve, as a minimum, a 3.000 grade point average for the next semester (or summer session) at Peabody. A student who is on academic probation may not receive a grade of Incomplete or take a course on a Pass/Fail basis. By the end of the second semester (or summer session) in which the student enrolls while on academic probation, he or she must achieve a cumulative grade point average of 3.000 or be subject to dismissal from the college. Under certain circumstances, a student who has been formally dismissed may be readmitted to the college. The appropriate department chair must review and recommend for the Dean's approval any request for readmission.

**Pass/Fail**

A student may elect to take one course per semester outside the major on a Pass/Fail basis. A grade of *B* is regarded as creditable performance at the professional level and is required for a grade of *Pass*. No more than 20 percent of the minimum hours presented for a degree may be on a Pass/Fail basis. Grades of *Pass* are not counted in the calculation of grade point averages. Grades of *F* earn no credit hours toward graduation and are included in computation of grade point averages. A student on academic probation may not take a course on a Pass/Fail basis.

**Auditing**

A Peabody degree-seeking student wishing to audit Peabody courses with no entry on the transcript does not register or pay for the courses. Permission must be obtained from the instructor to sit in on the class. A student wishing to have a notation of the audit made on the transcript must register for the course and pay a \$10 fee. Only a student admitted to a degree program may audit; a special student is not eligible for audits.

A Peabody student auditing courses in other schools of the University must register and pay for each course as part of the regular course load.

Course instructors have individual expectations of students auditing courses; auditing students should discuss these expectations with the instructor at the beginning of the semester.

An audit registration may not be changed to a graded or Pass/Fail registration after the drop/add period.

**Transfer of Credit**

Transfer work must have been completed at a regionally accredited institution in which the student was registered as a post-baccalaureate student at the time the graduate-level credit was earned. For transfer credit, all transcripts must be official and submitted directly from the institution. Transcripts submitted by applicants are not acceptable. Credits earned with a grade lower than a *B* are not accepted as transfer credit. A course with a grade of *CR*, *S*, *P*, etc., may be transferred provided the official transcript defines such grades as the equivalent of *B* or better, or the institutional registrar certifies an equivalent grade of *B* or better.

Transfer credits counted toward a degree program require approval of the student's faculty adviser, department chair, and the Dean. Transfer work completed prior to matriculation at Peabody College should be submitted for approval during the student's first semester of work at Peabody or prior to the completion of 12 hours of course work, whichever occurs first. Transfer work to be completed after matriculation into Peabody College requires prior approval by the student's faculty adviser, department chair, and the Dean.

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Under certain conditions Peabody College does accept academic credit (or the U.S. equivalent) earned at foreign educational institutions. The acceptability of such transfer credit is determined by the student's department with approval of the Dean. Such a decision usually cannot be made without a review of an official evaluation of the student's credentials prepared by an approved evaluation agency. Additional information is available in the Admissions Office.

### *M.Ed. Degree Program*

A maximum of 6 graduate-level hours may be transferred to a 30- or 36-hour master's program and a maximum of 9 graduate-level hours to a 48-hour degree program.

### *Ed.D. Degree Program*

A maximum of 42 graduate-level hours may be transferred to this degree program. Post-master's degree work must not be more than eleven years old at the time the doctoral degree is awarded by Vanderbilt. Any research tools courses transferred to a doctoral program must be included in this 42-hour maximum.

## **Residence Requirements**

Full-time study at Peabody is not required for the M.Ed. degree. Students interested in pursuing these degrees during the summer sessions should check with the department about the availability of necessary courses. Doctoral students may satisfy the residence requirement with one of the following options:

1. Two consecutive semesters (one of which may be a summer session) in which at least 9 hours have been completed in each of the two terms or in which at least 6 hours have been completed in one term and 12 in the other.
2. Three semesters (regular and summer) in a four-semester sequence in which at least 6 hours have been completed in each session.

Note: Some departments may have additional residence requirements.

## **Leave of Absence**

A student who withdraws from the University or who drops out for one or more semesters (excluding the summer session), first must request a leave of absence through the department. Leaves are granted at the discretion of the department chair and the Dean and are for a specified period of time, not to exceed one year. If granted, the leave of absence maintains the student's eligibility to register in future semesters.

A student who has suspended matriculation without an approved leave or a student whose leave has expired will be required to reapply to the College and will be subject to new academic policies or new degree requirements, or both.

### **Full-Time Enrollment**

Students with financial aid are often required to be enrolled full time. For purposes of verification of full-time enrollment, the following is required:

*Fall and Spring Semesters.* Students must be enrolled for at least 9 hours.

*Summer Session.* Students must be enrolled for at least 6 hours.

*Doctoral Candidates.* Enrollment for at least 1 hour of 3990 (Doctoral Dissertation) constitutes full-time enrollment. However, 3990 hours may not be counted in semesters of residency.

### **Committee for Protection of Human Subjects—Behavioral Sciences Committee**

All faculty and student research projects that involve human participants (including thesis, independent study, doctoral study, and dissertation research) are reviewed by the Committee for Protection of Human Subjects before the project is undertaken. The interdisciplinary review board functions to alert researchers to potential ethical problems associated with the proposed research procedures.

### **Requirements for Graduation**

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

Students must file a Notification of Intent to Graduate form before their final semester (or summer session) at Peabody. Deadlines for filing intent forms are published in the Vanderbilt University Academic Calendar.

### **Commencement**

The University holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.



# Admission

The professional programs of Peabody College are designed for students of high academic potential with a commitment to intellectual inquiry in the fields of education and human development. Admission is competitive, and students are selected on the basis of their scholastic preparation and intellectual capacity. In general, those admitted have completed the bachelor's degree at a regionally accredited institution and are expected to present a grade point average (GPA) and work experience as follows:

M.Ed. A 3.000 GPA (on a 4.000 scale) for the last two years of undergraduate study;

Ed.D. A 3.400 GPA (on a 4.000 scale) on all post-baccalaureate degree-related course work and two years of appropriate professional experience.

Ordinarily, students who have only the baccalaureate degree are admitted to the M.Ed. program. Students who hold a master's degree may be admitted directly to an Ed.D. program.

## Application Procedure

Application forms for admission and financial aid are forwarded upon request. A completed application for admission includes the following:

1. *Application Form.* Application forms are designed to provide information about the applicant's background and experience. Candidates are encouraged to submit their applications and all supporting documents as early as possible.

2. *Application Fee.* Each application for admission must be accompanied by a \$40 check or money order made payable to Vanderbilt University. This application fee is non-refundable and non-transferable.

3. *Transcripts.* Official transcripts showing degree conferral must be sent directly from the registrar of each college or university attended to the Office of Administration and Records, Box 327 Peabody Station, Nashville, Tennessee 37203.

4. *Letters of Recommendation.* Applicants should arrange to have three letters of recommendation sent directly to the Office of Administration and Records. Students are encouraged to submit professional and academic recommendations from faculty members and professional persons familiar with their academic performance and work experience.

5. *Graduate Record Examination (GRE) or Miller Analogies Test (MAT).* The GRE and MAT are standardized examinations designed to indicate aptitude for graduate study. Completion of one of the two examinations is required as part of application for admission to a Peabody College professional degree program. *Applicants for the Doctor of Education degree in*

*teaching and learning must take the GRE.* Official test results should be sent to the Office of Administration and Records. The Peabody College institutional code is 1247.

6. *Statement of Aspiration.* A personal statement is an important part of the application and is read with great care. Applicants should be as specific as possible about their academic interests and their proposed plans for development of these interests while at Peabody. The statement of aspiration should include a discussion of past experience, the factors that have led the applicant to consider graduate study, and a description of intellectual and professional objectives.

7. *Special Requirements.* Students seeking initial licensure should refer to the Licensure for Teaching section for information on the Pre-Professional Skills Test. Applicants will be informed if additional materials are required. Certain departments at Peabody College have special requirements not covered by these general instructions. When an application is received and it is clear to which department the applicant is applying, notice of any special requirements will be sent.

Students who wish to apply for admission to Ph.D. or M.S. programs at Peabody need to contact the Graduate School for application materials.

### **Admission Deadlines**

February 15 is the deadline for applicants to the M.Ed. or Ed.D. programs seeking admission and financial assistance in the form of honor awards, scholarships, and assistantships. January 15 is the deadline for those applying for admission and financial assistance for a Ph.D. program. Please note the admissions application deadlines refer to the date by which an application must be complete, i.e., the date by which the Admissions Office must receive the application forms and all supporting credentials.

Peabody College continues to process and evaluate applications after February 15 and invites inquiries after that date. Applicants who apply late should realize, however, that admission and financial assistance depend on the availability of space and funds in the department to which they are applying.

Students seeking admission and financial assistance for the spring semester should file applications by November 1; those wishing to enter in the summer should file by February 15.

### **Admission Decisions**

Applicants should submit applications and supporting documents to:  
Office of Administration and Records  
Box 327 Peabody Station  
Nashville, TN 37203  
(615) 322-8410

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When the application and all supporting credentials have been received and reviewed by the appropriate departmental admission committee, the applicant will be notified of the admission decision. Admission committees consider each applicant's individual merit. Applicants with unusual accomplishments who do not meet all formal requirements receive full consideration.

### **The Summer Session**

A comprehensive program is offered in the summer by Peabody College. Many courses are designed for four-week time blocks. Most professional courses are scheduled during one or more of these four-week modules to accommodate the needs of professionals whose career commitments limit their residency at Peabody. Subject to faculty availability and department approval, students may be able to schedule comprehensive and qualifying examinations, proposal meetings, and dissertation or doctoral study final oral examinations during the summer session.

### **Special Students**

An applicant for admission who is not seeking a degree at Peabody College but who wishes to enroll for post-baccalaureate professional credit can be granted admission as a special student.

A special student at Peabody College is typically a person who already has a degree and enrolls for additional course work to complete licensure requirements; a person who is pursuing a degree at another college or university and makes arrangements with that institution to complete certain course work at Peabody; or a person who signs up for a Peabody seminar or workshop and desires to earn post-baccalaureate credit for personal satisfaction or professional development.

Applications for special student status should be made at least four weeks prior to the beginning of each semester. Most special student applicants must submit only a completed admission application form, the application fee, and an unofficial transcript showing undergraduate degree conferred. Special students seeking initial teacher licensure at Peabody must submit all application documents as if they were applying to a degree program.

If a special student later seeks and is granted admission to a degree program at Peabody College, a maximum of 9 graduate-level hours earned as a special student may count toward a professional degree program.

## International Students

Vanderbilt has a large international community representing more than ninety countries. Most international students are enrolled in graduate and professional programs. The University welcomes the diversity international students bring to the campus and encourages academic and social interaction at all levels.

*English Language Proficiency.* Proficiency in written and oral English is required for enrollment in an academic program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with the application, unless they have demonstrated competence while attending an American institution. International students transferring from unfinished degree programs of other universities in the United States should present TOEFL scores. The International TOEFL is administered at test centers throughout the world at different times during the year. Inquiries and requests for application forms should be addressed to TOEFL; Box 6151; Princeton, New Jersey 08541-6151 U.S.A. The minimum acceptable score on the Test of English as a Foreign Language is 550.

*English Instruction.* Applicants whose proficiency in English is low or marginal may be asked to enroll in an English language program before beginning academic studies. Vanderbilt offers such a program at English for Internationals (EFI). Intensive, semi-intensive, or part-time English study is offered throughout the year. Non-credit enrollment in at least one academic course may be recommended while the student is improving proficiency in English. Academic studies for credit may begin after recommendation by EFI in consultation with the student's academic adviser. For more information, write to EFI, Box 510 Peabody Station, Nashville, Tennessee 37203, U.S.A.

*Financial Resources.* To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet expected costs of their entire educational program. Applicants must provide documentary evidence of their financial resources before visa documents can be issued.

United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work only under special circumstances on a part-time basis or as a result of emergency financial need, and then normally only after the first year of study. Spouses and dependents of international students generally are not allowed to be employed while in the United States.

*Health and Accident Insurance.* International students, whether attending the University full time or part time, and their dependents residing in the United States are required to purchase the University's international student health and accident insurance, unless in the judgment of the University adequate coverage is provided from some other source. Information concerning the limits, exclusions, and benefits of this insurance coverage can be obtained from the Student Health Center.

*Graduate Record Examination (GRE) or Miller Analogies Test (MAT).* The GRE and MAT are standardized examinations designed to indicate aptitude for graduate study. Completion of one of the two examinations is required as part of application for admission to a Peabody College professional degree program if the student has a degree from an American institution. Applicants for the Doctor of Education degree in teaching and learning must take the GRE. Official test results should be sent to the Office of Administration and Records.

*Information.* Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student Services; Box 1568 Station B; Nashville, Tennessee 37235 U.S.A.



# Financial Information

Tuition for professional students at Peabody College for the academic year 1999/2000 is \$681 per hour. Candidates for the Ed.D. must register for at least 1 hour of professional credit or its equivalent each fall or spring semester until all degree requirements are fulfilled.

Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

## Other Fees (1999/2000)

Application	\$ 40
Late registration	30
Student health insurance	730
Student activities and recreation fees (estimate)	242
Thesis or dissertation binding	24
Ed.D. dissertation publication (microfilming)	55
Copyright fee for Ed.D. dissertation (optional)	45
Recorded audit	10
Licensure analysis (non-Vanderbilt students)	35

## Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable before the first day of classes. All charges incurred after classes begin are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access for campus residents may result and additional charges to campus dining or flexible spending accounts may be prohibited.

## Refunds of Tuition and Dormitory Charges

University policy for the refund of tuition and housing charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the University for any reason may be entitled to a partial refund in accordance with the established schedule shown below. Requests for refunds must be made before the last day of classes of the semester in which the student was enrolled. Fees are nonrefundable.

*Fall 1999 Withdrawal/Refund Schedule*

Week 1	August 23–August 28	100%
Week 2	August 29–September 4	90%
Week 3	September 5–September 11	80%
Week 4	September 12–September 18	70%
Week 5	September 19–September 25	70%
Week 6	September 26–October 2	60%
Week 7	October 3–October 9	50%
Week 8	October 10–October 16	50%
Week 9	October 17–October 23	40%
Week 10	October 24–October 30	40%

*No refunds after October 30, 1999*

*Spring 2000 Withdrawal/Refund Schedule*

Week 1	January 12–January 15	100%
Week 2	January 16–January 22	90%
Week 3	January 23–January 29	80%
Week 4	January 30–February 5	70%
Week 5	February 6–February 12	70%
Week 6	February 13–February 19	60%
Week 7	February 20–February 26	50%
Week 8	February 27–March 4	50%
<i>Spring Break</i>	March 5–March 11	
Week 9	March 12–March 18	40%
Week 10	March 19–March 25	40%

*No refunds after March 25, 2000*

**Tuition Payment Programs**

Tuition payment programs are available through Tuition Management Systems (TMS). Pamphlets describing these plans are available on request from the Office of Student Accounts or the Office of Student Financial Aid.

**Late Payment of Fees**

Charges not paid before the first day of classes will be automatically deferred (the Office of Accounting may refuse to allow a deferment if in its judgment the deferment is unwarranted), and the student's account will be assessed a monthly late payment fee of \$1.50 on each \$100 that remains unpaid after the first day of classes (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the last day of the month in which the student is billed. Late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the last day of each month. All amounts deferred are



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due not later than November 30 for the fall semester, April 30 for the spring semester, and July 31 for the May and summer sessions.

### **Financial Clearance**

Students will not be allowed to attend classes for any semester if they have outstanding unpaid balances for any previous semester. No transcript, official or unofficial, will be issued for a student who has an outstanding balance from a previous semester. Transcripts will be released when the account has been paid. Diplomas of graduating students will be withheld until all bills are paid.

### **Activities and Recreation Fees**

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student activities fee (Sarratt and University programs) and the student recreation fee will be waived automatically if the student is a part-time student registered for four or fewer hours, or if he or she resides, while a student, beyond an approximate sixty-mile radius from the campus, as determined by zip code. Students who register late or students who wish to have fees waived due to exceptional circumstances must petition for a waiver through the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$10 charge is assessed for processing the waivers of students who register late.

### **Transcripts**

Academic transcripts are supplied by the University Registrar on written authorization from the student. A fee of \$2 is charged for each transcript. Transcripts are not released for students with delinquent accounts.

## **Financial Assistance**

The types of financial assistance available for Peabody professional students include scholarships, fellowships, and assistantships, some of which carry a service obligation that the recipient must fulfill. Award criteria vary with the department making the award, but generally there is a heavy emphasis on prior academic endeavors and indications of professional promise.

All necessary application materials for financial assistance may be obtained by writing the Office of Administration and Records, Box 327 Peabody Station, Nashville, TN 37203. To apply for the financial aid funds available through the College, applicants should complete the Peabody College Application for Financial Aid.

The deadline for financial aid applications for college scholarships and assistantships for M.Ed. or Ed.D. programs is March 1, although some departments will accept applications until all resources are depleted. Students must be admitted to the College before an offer of financial aid can be extended. Ph.D. applicants seeking University and College honor awards must complete the application process by January 15.

### **Federal/State Aid**

Financial aid is available from several federal and state student financial aid programs on the basis of financial need. Any United States citizen or permanent resident who is accepted for admission and who demonstrates financial need is eligible to participate. This aid may be renewed annually by students who continue to qualify, if they are in good academic standing and are making satisfactory academic progress.

To apply/reapply, applicants should:

1. Complete the Free Application for Federal Student Aid (FAFSA). This application is required to apply for any form of federal assistance.
2. Complete all financial statements and supplemental forms which may be required to apply for private and institutional sources of needed financial assistance.
3. Complete the Vanderbilt University Financial Aid Application for Graduate and Professional Students.

Federal programs in which Vanderbilt participates include the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG) programs, which are restricted by law to undergraduates only. The Federal Family Education Loan programs (including the Federal Stafford Loan, subsidized and unsubsidized), the Federal Work-Study Program, and the Federal Perkins Loan are funded primarily through federal assistance and are available to graduate and professional students.

In addition to the federal student financial aid funds available, Vanderbilt administers a number of institutional scholarship, loan, and employment programs, some of which are described briefly below.

### **Scholarship and Loan Funds**

THE ROY ALCORN MEMORIAL SCHOLARSHIP was established by the family, friends, and colleagues of Roy A. Alcorn (M.A. 1958, Ed.D. 1963), who served as chairman of Peabody's Department of Education from 1972 until his death in 1973. It is awarded to students in educational leadership.

THE JOHN M. BASS SCHOLARSHIP was endowed by Mary W. Bass in memory of her husband, who served as secretary/treasurer of the Peabody Board of Trust and business manager of Peabody College from 1885 to 1908. The scholarship benefits students pursuing cultural studies or programs in elementary or secondary education.

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THE LIZZIE LEE BLOOMSTEIN FELLOWSHIP for the study of history was established with a bequest from Lizzie Bloomstein, valedictorian of the first class to graduate from Peabody College in 1877, professor of history and geography from 1877 to 1911, and librarian until her death in 1927.

THE G. C. CARNEY MEMORIAL SCHOLARSHIP was established in 1972 by Carl Storey and Mary Evelyn Carney Storey (B.S. 1952) to honor the memory of her father, Grover Cleveland Carney (B.S. 1916, M.S. 1918). Carney was for many years a teacher, principal, and educational leader in the Nashville public schools and served as president of the Peabody Alumni Association in 1926. The scholarship benefits students majoring in educational leadership.

THE ELIZA M. CLAYBROOKE MEMORIAL SCHOLARSHIP was established in 1947 with a bequest from Virginia O. Claybrooke in memory of her sister to provide financial assistance to lineal descendants of Confederate soldiers.

THE ALFRED LELAND CRABB SCHOLARSHIP was established in 1979 by family, colleagues, and former students to honor the memory of Professor Crabb (B.S. 1916, Ph.D. 1925), who served as professor of history at Peabody from 1927 until his retirement in 1949 and as editor of the *Peabody Journal of Education* from 1950 to 1978.

THE JOHN J. DIDCOCT MEMORIAL SCHOLARSHIP was established by family, students, and colleagues to honor the memory of John Didcoct and his distinguished career from 1917 to 1927 as professor of secondary education, business manager, and treasurer at Peabody College. It benefits students preparing for careers in teaching.

THE CLARA NICHOLS DUGGAN SCHOLARSHIP was established in 1985 with a bequest from Clara Duggan (Class of 1925) to benefit students from Tennessee.

THE WILLARD E. GOSLIN MEMORIAL SCHOLARSHIP was established in 1970 by family and colleagues to honor the memory of Willard Goslin, professor of education, emeritus, who joined the faculty in 1951 and served as chair of the Division of Educational Administration and chair of the Division of Education until his retirement in 1967. The scholarship is awarded to students in educational leadership.

THE GRADUATE SCHOLARSHIP FUND FOR PEABODY COLLEGE was established in 1993 with contributions from parents of students and from alumni, including Catherine A. Lynch (B.A. 1937, M.A. 1946).

THE RAY L. HAMON MEMORIAL SCHOLARSHIP was established in 1970 by family and colleagues to honor the memory of Ray Hamon, (M.A. 1925), an internationally-known school construction consultant. The scholarship is awarded to students in educational leadership.

THE BENJAMIN FRANKLIN HAUGHT SCHOLARSHIP was established in 1970 with a bequest from Hallie Swan Haught in memory of her husband who received his Ph.D. in 1921. It benefits students studying psychology or human development.

THE FRANCIS EDWARDS HILL MEMORIAL SCHOLARSHIP was established in 1912 by Theda Buford Phillips Hill (A.B. 1897) to honor her husband and her mother Elizabeth Buford Phillips. It provides scholarships for students from Virginia.

THE IDA E. HOOD AND SUSAN L. HERON MEMORIAL SCHOLARSHIP was established in 1947 by the Belmont Alumnae Association to honor the memories of Ida Hood and Susan Heron, who founded Ward Belmont Junior College in 1890. Preference is given to descendants of Belmont graduates.

THE LOUISE BURR JACOBS MEMORIAL SCHOLARSHIP was established in 1971 by J. Dillard Jacobs, Vanderbilt professor of engineering, emeritus, to honor the memory of his mother. The scholarship is awarded to students majoring in early childhood education.

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THE JAMISON FOUNDATION SCHOLARSHIP was established in 1971 by Henry D. Jamison, Jr. and the Jamison Foundation.

THE CAPTAIN HENRY PARRISH KERNOCHRAN MEMORIAL SCHOLARSHIP was established in 1930 by the Mary Mildred Sullivan Chapter of the United Daughters of the Confederacy to benefit students from Louisiana.

MRS. J. M. KING SCHOLARSHIP was established in 1948 with income from a trust created under the will of Mrs. J. M. King (B.S. 1892), widow of James Moore King (B.S. 1892).

THE MAGAZINE CIRCLE SCHOLARSHIP was established in 1920 by the Magazine Circle club of Nashville. Preference is given to Jewish students.

THE MURRAY-CUNNINGHAM MEMORIAL SCHOLARSHIP was established with a bequest from Eva Kennedy.

THE LAVERNE NOYES SCHOLARSHIP was established in 1938 with a bequest from LaVerne Noyes to provide scholarships for World War I veterans and their descendants.

THE PEABODY WOMEN'S CLUB SCHOLARSHIP was established in 1923 by the Peabody Women's Club.

THE FLORA ROGERS MEMORIAL SCHOLARSHIP was established in 1973 with a bequest from Flora Rogers (B.S. 1941), a social science teacher, to help students preparing for the teaching profession.

THE ANGELA DREW ROSS MEMORIAL SCHOLARSHIP was established in 1974 with a bequest from Angela Ross to assist students training to teach the visually impaired.

THE CHANCELLOR CHARLES SCOTT AND JUDGE EDWARD SCOTT SCHOLARSHIP was established in 1919 with a bequest from Charles Scott of Rosedale, Mississippi. Preference is given to students from Mississippi.

THE PHELPS STOKES SCHOLARSHIP was established in 1913 by donors interested in African-American education.

THE ALGERNON SYDNEY SULLIVAN AND MARY MILDRED SULLIVAN SCHOLARSHIP was established in 1925 by George H. Sullivan.

THE JULIA S. TUTWILER MEMORIAL SCHOLARSHIP was established in 1917 by Frank R. Chambers of New York to honor the memory of Julia Tutwiler, founder of the Normal School in Livingston, Alabama. She was the daughter of Henry Tutwiler, a member of the original faculty of the University of Virginia appointed by Thomas Jefferson and later the first president of the University of Alabama. Preference is given to students from Alabama pursuing degrees in education.

THE C. F. WALL MEMORIAL SCHOLARSHIP was established in 1927 by C. Flem Wall of Franklin, Tennessee. Preference is given to students from Williamson County in Tennessee.

THE FREMONT P. AND WILLA DEAN WIRTH FELLOWSHIP was established in 1995 by Dr. Fremont P. Wirth, Jr. (Class of 1961, M.D. 1966) to honor his mother, Willa Dean Higgs (B.S. 1931) and his father, who taught history at Peabody from 1925 until his retirement in 1955. The fellowship is awarded to students pursuing graduate degrees in social studies.

THE WORKINGWOMAN'S EXCHANGE SCHOLARSHIP was established in 1918 with property given by the Workingwoman's Exchange and Girl's Christian Home in Nashville to provide scholarships for students from Davidson County in Tennessee.

# Courses of Study



## Explanation of Symbols

**Hours** are semester hours—e.g., a 3-hour course carries credit of 3 semester hours.

**1000-level courses** are of an introductory nature, primarily for freshmen and sophomores, and may not be taken for post-baccalaureate credit.

**2000-level courses** are at an intermediate level, designed for juniors and seniors, but open also to qualified sophomores and freshmen. Some 2000-level courses are open to post-baccalaureate students for credit.

**3000-level courses** are for post-baccalaureate credit only, unless approved for undergraduate credit by the course instructor, the student's adviser, and the Dean of Peabody College.

**Bracketed Figures** indicate semester hours credit. Two figures, e.g. [2–5], indicate a course for which variable credit may be given.

Some courses are tentative. A definitive *Schedule of Courses* is published each semester by the University Registrar.

The University reserves the right to change the arrangement or content of courses, to change the texts and other materials used, or to cancel any course on the basis of insufficient enrollment or for any other reason.

It is the responsibility of each student to avoid duplication in whole or in part of the content of any courses offered toward the degree. Such duplication may result in withdrawal of credit.

## Abbreviations

A&S	College of Arts and Science
ECE	Early Childhood Education
EDUC	Education
EDLS	Educational Leadership
ENED	English Education
FLED	Foreign Language Education
HDC	Human Development Counseling
HMED	Humanities Education
LLED	Language and Literacy Education
MTED	Mathematics Education
PDPE	Program Development Policy Evaluation
PSY	Psychology and Human Development
SCED	Science Education
SSED	Social Studies Education
SPED	Special Education

# *Leadership and Organizations*

CHAIR James W. Guthrie

PROFESSORS Robert L. Crowson, Jr., Ellen B. Goldring, James W. Guthrie, Philip Hallinger, Joseph F. Murphy

PROFESSORS OF THE PRACTICE Dwight E. Giles, Jr., Kent M. Weeks

RESEARCH PROFESSOR Linton Deck

ASSOCIATE PROFESSORS Jacob E. Adams, Jr., John M. Braxton, R. Wilburn Clouse, Claire E. Smrekar

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


ASSISTANT PROFESSORS Mark D. Cannon, Kassie Freeman, John M. Maslyn, Mary R. Watson

ASSISTANT PROFESSORS OF THE PRACTICE Bruce T. Caine, Alma Clayton-Pedersen, David D. Mohning, Steven H. Smartt

INSTRUCTOR Michael K. McLendon

SENIOR LECTURER Dorothy Marcic

LECTURER Bonnie V. Daniel

 THE Department of Leadership and Organizations specializes in the development of leadership personnel for public and private education and human services institutions. Programs in the department prepare students for a variety of professional careers in four program areas:

General Administrative Leadership  
Higher Education Administration  
Human Resource Development  
School Administration

Applicants are admitted if the faculty is convinced that the applicant's interests and needs can reasonably be satisfied with the University's existing resources.

Students acquire competence to administer programs in schools, colleges, and universities; to teach in a variety of educational settings, including colleges and universities; and to serve in various leadership positions in educational and human services agencies.

Doctoral students in all program areas complete a required core sequence of three courses: Leadership Theory and Behavior; Policy and Social Action; and Organizational Images and Issues.

Courses offered in the Department of Leadership and Organizations are listed beginning on page 66.

## Programs in the Department

### **General Administrative Leadership**

Students may pursue a broad preparation in educational leadership by

taking course work selected from any of the other program areas in this department. Such individualized study may be designed by those seeking to administer educational programs in government agencies, human services organizations, foundations, libraries, business, or industry. M.Ed. and Ed.D. programs are available. Examples of general administrative leadership specializations include doctoral programs for educators in the health professions and library administrators.

Students in this program are expected to have at least a master's degree in an area other than educational administration. Majors in general administrative leadership complete a selection of courses with faculty advisement.

### **Higher Education Administration**

Higher education faculty in the Department of Leadership and Organizations are committed to providing students with an educational experience that actively encourages them to apply the information they gain in the classroom to their work as practitioners and future scholars in the field of higher education. The program attracts a wide array of full-time and part-time students who bring a diversity of perspectives and experiences to the classroom. The majority of courses in the Department are scheduled for three weekends per semester; class sessions meet on Friday afternoon and evening, beginning at 4:00 p.m., and all day on Saturday.

Students who pursue a master's degree in higher education administration focus on one of three areas of emphasis: college student personnel services, general higher education administration, or institutional advancement. Students who choose to pursue emphases in college student personnel services or general higher education administration are required to complete 36 hours of course work. Students who maintain a full-time course load (9 hours per semester) can complete their M.Ed. in two academic years or four semesters. Students in the institutional advancement program are required to complete 30 hours of course work for their degree.

#### *College Student Personnel Services*

The specialization in student personnel services is targeted at those students who are recent college graduates and who aspire to positions in various student affairs positions (e.g., offices of housing, campus activities and events, Greek life, multicultural affairs, international student services, admissions) on college and university campuses, or at mid-career professionals who have not yet obtained a graduate degree. The program is administratively focused and includes opportunities for course work in human development and counseling at Peabody College, as well as in other academic departments at Vanderbilt University. Students complete a 36-hour program of classes and practicum experiences (at least two are strongly recommended for all students).

### *Higher Education Administration*

The specialization in general higher education administration is designed for students who want a more broadly based program of study or for students who wish to combine their study of higher education administration with their interest in another substantive area or discipline. Students in this area work closely with their academic adviser to plan a program of study that meets the needs of the student.

### *Institutional Advancement*

The specialization in institutional advancement prepares students for careers in areas such as alumni relations, fundraising, and public relations. While the primary focus of this 30-hour program is in the area of higher education, students may also prepare for institutional advancement in a variety of other areas in the public and private sector.

Ed.D. students focus on such areas as administration and finance, college student personnel services, college and university teaching, community and junior colleges, faculty development, institutional advancement, institutional research and program evaluation, and nursing education. Flexibility in the program provides options consistent with the student's career plans. Students are provided opportunities for field experiences and practicums.

## **Human Resource Development**

The Human Resource Development (HRD) program prepares professionals to design, implement, and evaluate learning programs within businesses and other organizations. In addition to delivering effective instruction, HRD professionals are also prepared to design ways to improve the quality of work life, facilitate change, and develop programs to increase productivity and satisfaction for all organization employees.

## **Master of Education**

The master's program combines course work, field work, and consultation with practicing professionals to prepare students for entry-level positions within HRD or to upgrade skills of HRD professionals who are looking for career advancement. The master's program requires 36 hours and includes a required core of 24 hours plus 12 hours of electives selected from related areas. The program concludes with a comprehensive examination. There is no option of a master's thesis.



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*Degree Requirements*

HRD CORE REQUIREMENTS. *24 hours.*

- EDLS 3340. Adult Learning and Performance [3]
- EDLS 3366. Learning Organizations [3]
- EDLS 3370. Design of Human Resource Development Programs [3]
- EDLS 3371. Evaluation of Human Resource Development Programs [3]
- EDLS 3380. Human Resource Planning [3]
- EDLS 3450. Leadership Theory and Behavior [3]
- EDLS 3452. Images and Issues in Organizations [3]
- EDLS 3463. Special Topics in HRD: Technology in the Learning Organization [3]

ELECTIVES. *12 hours.*

Select from (partial list): Ethics and Globalization in HRD; Instructional Strategies; Group and Team Processes; Consultation Skills; Organizational Development; Spirituality in Organizations; Management of HRD; Survey Issues and Measurement

TOTAL: *36 hours.*

**Doctor of Education**

DEPARTMENT CORE. *9 hours.*

- EDLS 3450. Leadership Theory and Behavior [3]
- EDLS 3452. Images and Issues in Organizations [3]
- EDLS 3460. Politics and Social Action [3]

HRD CORE REQUIREMENTS. *30 hours.*

- EDLS 3340. Adult Learning and Performance [3]
- EDLS 3366. Learning Organizations [3]
- EDLS 3370. Design of Human Resource Development Programs [3]
- EDLS 3371. Evaluation of Human Resource Development Programs [3]
- EDLS 3380. Human Resource Planning [3]
- EDLS 3463. Special Topics in HRD: Technology in the Learning Organization [3]
- EDLS 3463. Doctoral Seminar (1 hour per semester, need 3 credit hours)
- EDLS 3962. Internship in HRD (or 2 years HR work experience) [3]
- EDLS 3990. Ed.D. Dissertation [6]

ELECTIVES. *33 hours.*

Select from (partial list): Spiritual Values in the Learning Organization; Consultation Skills; Organization Development; Management of Human Resource Development; Ethics and Globalization in Human Resource Development

RESEARCH TOOLS. *12 hours.*

- EDLS 3390. Survey Methods of Organizational Research [3]
- EDLS 3451. Inquiry for Practitioners [3]
- EDLS 3510. Qualitative Research Methodology [3]
- EDLS 3910. Methods of Educational Research [3]

TOTAL: *84 hours.*

## School Administration

Specializations in the school administration program prepare students to be principals and superintendents and to hold central office administrative and other professional positions. Students take courses in administration and organization and such selected subjects as school improvement, information management systems, instructional leadership, and symbolism in organizations. In consultation with faculty, students tailor courses of study to reflect their professional needs and interests. Most students are encouraged to broaden the scope of their study of administration to include policy, curriculum, and organizational development.

## Graduate Degrees

### Master of Science and Doctor of Philosophy

The Graduate School through the department offers the M.S. and Ph.D. degrees in education and human development with a specialization in administration in education and human services. Students make application for admission to the Graduate School (see M.S. and Ph.D. Degrees).

## Leadership and Organizations Courses

**2770. Workshop in Community Education.** Covers the history of community education from its development in Flint, Michigan. Considers the underlying theory, philosophy, methods, and procedures for implementation and research on its effectiveness. The role and function of the community council and the community school coordinator are highlighted. [3]

**3150. Political and Organization Analysis: Implementation.** Introduction to theory and method in implementation analysis. [3]

**3340. Adult Learning and Performance.** Theories of adult development and learning with emphasis on implications for design and delivery of human resource programs. [3]

**3350. Introduction to Human Resource Development.** For students interested in training and development of organizations. Introduction to the basic roles, functions, and skills required for trainers in organizations. [3]

**3360. Instructional Strategies in Human Resource Development.** Introduction to a variety of instructional methods used in the training of adults including lectures, case studies, role playing, simulations, small group exercises, and learning instruments. Prerequisite: HR 3370 or consent of instructor. [3]

**3362. Advanced Instructional Strategies.** Discussion and hands-on experience with the types of delivery systems used in corporate education. Special attention given to the selection, design, and advantages/disadvantages of computer-assisted instruction, teleconferencing, and other non-classroom-based delivery methods. [3]

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**3364. Advanced Human Resource Development and Technical Programs.** Focuses on structured lesson design for technical training programs and on Total Quality Management. [3]

**3365. Contemporary Issues in Human Resource Development.** Examines research and practice literature addressing trends and future issues facing HRD professionals, including learning organizations' adaptation of global environments. Intended for doctoral or master's students late in program. [3]

**3366. Learning Organizations.** Examines the interacting elements of learning organizations, such as horizontal structure, employee empowerment, information sharing, emergent strategy, and strong culture. Explores the characteristics of organizations with long-term success. [3]

**3367. Spiritual Values in the Learning Organization.** To learn the concept of spirituality—what it is and what it is not. To understand why we manage organizations from spiritual foundations. Also, to understand how to apply knowledge and manage organizations from spiritual foundations. [3]

**3370. Design of Human Resource Development Programs.** The design and evaluation of adult learning programs in organizations. Topics include planning for organization impact, analysis, design, development, evaluation, and follow-up on training and development programs. Prerequisite: HR 3340 or consent of instructor. [3]

**3371. Evaluation of Human Resource Development Programs.** Theory and practice of program evaluation applied to the corporate training environment. Special attention to integration of evaluation and design process, evaluation strategies, measuring results, assessing return on training investment, and the role of evaluation in securing management support for the HRD function. Prerequisite: HR 3370 or consent of instructor. [3]

**3372. Consultation Skills.** A skills-oriented course with focus on consultation skills for HRD practitioners (internal and external). Skills covered: entry, process observation, problem diagnosis, contracting, selected implementation issues (role conflict, role negotiation, training vs. non-training solutions), and evaluation. [3]

**3373. Organization Development.** The study of broad change in organizations as it relates to the Human Resource Development practitioner. Course focus is on the diagnosis, solution, and monitoring of system-wide change issues in organizations. [3]

**3374. Designing Management (Soft Skills) Human Resource Development Programs.** An advanced design course that builds on HR 3370. The focus is on "soft skills" design. Course content includes the Critical Events Design Model plus types of management development programs and activities, with emphasis on practical application. [3]

**3375. Management of Human Resource Development.** Studies the role of the manager of the HRD function in organizations. Topics include budgets, preparing the business case, maintaining internal and external relations, the politics of program design, and critical success factors for HRD managers. Prerequisite: HR 3370 or consent of instructor. [3]

**3380. Human Resource Planning.** Theory and research in human resource planning. Topics include analyzing the organization's human resource needs under changing conditions and planning activities that will enable the organization to adapt to its environment [3]

**3390. Survey Methods for Organizational Research.** This is an introductory graduate course on quantitative survey research methods, with an emphasis on surveys in organizations. The objective is to provide students with the knowledge and tools necessary to design, conduct, and interpret organizational surveys (and the resulting data). [3]

**3450. Leadership Theory and Behavior.** Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. [3]

**3451. Inquiry for Practitioners.** An introduction to formal and informal inquiry processes for practitioners. Focus on problem identification and gathering, analysis, and interpretation of information relevant to the problem. Examines the framing of questions from multiple perspectives. Considers the illumination of practice through inquiry. [3]

**3452. Images and Issues in Organizations.** Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (i.e., change, gender, ethics, effectiveness) that modern complex organizations face. [3]

**3453. The Social Context of Education.** Explores contemporary social, philosophical, and political dimensions of education and their relationship to leadership, including issues related to social class and culture, democracy and diversity, and equality and choice. [3]

**3460-3464. Special Topics.** Explores special issues or topics related to education. May be repeated. [1-6]

3460. Special Topics in Education.

3461. Special Topics in School Administration.

3462. Special Topics in Higher Education Administration.

3463. Special Topics in Human Resource Development.

3464. Special Topics in Education Policy.

**3470. Individual Study.** Semi-independent study on selected topics in education. May be repeated. Consent of instructor required. [1-3]

**3510. Qualitative Research Methodology.** Introduction to the assumptions, the procedures of data collection, and the criteria for judging the quality of qualitative research. Students will take the first steps toward preparing a qualitative research proposal. [3]

**3530. Current Trends in Administration and Supervision.** Community involvement, accountability, administrative role in change, alternative schools, due process and student and teacher rights, ethics, mainstreaming, negotiations, urban problems, and teacher evaluation. [3]

**3540. Personnel Administration.** Primary focus on selection phenomenon. Most functions of personnel administration can be subsumed under selection, recruitment, initial hire, assignment, transfer, promotion, and dismissal. EDUC 3540 assumes that selection is the most important personnel function. [3]

**3550. Negotiations.** Concepts, understandings, processes, and skills of labor relations and negotiations. The simulated experience is used primarily for building "table" skills and secondarily as a way to relate practice to theory. Appropriate for experienced or inexperienced negotiators, whether labor or management oriented. [3]

**3551. Personnel Management and Negotiations.** Concepts, understandings, and behaviors related to public organizations that have, as part of their mission, responsibility for educating others. Core topics are the selection phenomenon and employer-employee relations, including negotiations and legal implications for managers and supervisors. [3]

**3560. Power, Public Policy, and Political Processes in Administration/Supervision.** A study of the social forces that affect the development and administration of public policy. Special attention is given to the nature and use of power in decision making and the use of political processes in the development and implementation of policy. [3]

**3570. Restructuring America's School.** Examination of educational reform in the United States from 1980 to present. [3]

**3571. Instructional Leadership for School Improvement.** Examines issues of school improvement and instructional leadership from the perspective of effective schools literature. [3]

**3580. Legal Factors in Educational Administration and Supervision.** Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation problems, procedures, court decisions, and how to read a case. [3]

**3590. Symbolism in Organizations.** The study and synthesis of current literature on organizational symbolism. Emphasis is placed on the role of ceremony, ritual, play, intuition, and myth in organizational life. [3]

**3591. Power and Spirit in Organizations.** This course considers patterns in leaders' cognition, focusing specifically on their understanding of symbolic and political priorities. Leadership capital in these two areas in the modern world are in short supply. The purpose of this course is to develop an integrated curriculum to help fill this gap. [3]

**3600. Planning and Designing Educational Facilities.** Designing the human environment based on educational models, evaluating facilities, the role of the architect, the educational consultant, and the administration and faculty. Includes visits to school sites. [1–2]

**3610. The Management of Public Image and School/Community Relationships and College/University Public Relations.** Study of public attitudes, how to assess and respond to them effectively through program management, personal contacts, and use of the mass media. [3]

**3620. The Elementary Principal.** Study of the responsibilities, preparation, authority, and leadership activities of the elementary school principal. [2–3]

**3630. The Secondary Principal and Pupil Control.** Focus on effectiveness areas and methods of achieving effectiveness. Public image and pupil control techniques. [2–3]

**3640. The Middle School Principal.** Study of responsibilities, preparation, authority, and leadership activities. [2–3]

**3650. Public School Business and Finance.** Current problems, issues, and practices in financing public education; principles of efficient and effective operation of fiscal and business aspects of the local school district. [3]

**3660. Financing Social Agencies.** The sources and methods of funding and the financial management systems of representative human service agencies in the public and private sectors. Extensive use is made of resource persons from agencies. [3]

**3670. Clinical Practice in School-Based Leadership.** Exposes students to the practice of leadership in schools that operate with significant degrees of autonomy. Focuses on the centrality of creating conditions that promote the professional development, effectiveness, and satisfaction of staff and that enhance parental satisfaction and student learning. [3]

**3700. Computer-Based Educational Systems.** Theory and application of computer-based technology in the educational process. Includes the role and use of computer systems in management, research, and learning environments. [3]

**3710. Information Management Systems.** Theory, design, and analysis of computer systems for the management of information. Survey of information requirements, construction and evaluation of systems, and operation of statistical packages. Prerequisite: EDUC 3700 or consent of instructor. Additional charge of \$15 for materials. [3]

**3720. Computer-Based Information Services.** Basic concepts of coordinate indexing, Boolean logic, weighting, and search strategies. Opportunity to study the compositions of several bibliographic databases and to conduct on-line searches. Additional charge of \$25 for materials. [3]

**3730. Planning and Management Systems.** Examines the nature and need for planning systems, group techniques for planning, and approaches to strategic planning, using models and simulation. [3]

**3740. Comparative Higher Education.** Examines higher education from an international/comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary higher education issues comparatively. [3]

**3750. Social and Racial/Ethnic Diversity in Higher Education.** This course covers a variety of issues regarding diversity in higher education. In drawing from the literature and research on faculty, administration, and students, the course provides an overview of critical issues currently facing institutions of higher education in our society. [3]

**3760. The American Academic Profession: Structure and Processes.** This course focuses on the structure of the American academic profession with particular attention concentrating on institutional and disciplinary differences among college and university faculty. The teaching and research role performance of college and university faculty as well as the various psychological, sociological and organizational forces that shape the performance of these professional roles are also examined. Additional topics include the assessment of teaching and research activities of college and university faculty members. [3]

**3800. The Nature and Function of American Higher Education.** Historical study of the functions of American higher education and an examination of contemporary issues. [3]

**3810. College and University Curriculum.** Investigation into current curriculum trends and models. Review of recent practices and intensive attention to new and emerging curriculum models and relevant social and educational forces. [3]

**3820. The American College Student.** Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. [3]

**3830. Literature and Research in Higher Education.** Introduction to the chief literature, major research tools and methods, and significant research and development centers of higher education in the United States. [3]

**3840. The Role and Function of the American Community College.** An overview provides a critical examination of issues in higher education in general and community colleges in particular. Explores the historic development, distinctive types, purpose, and roles of two-year colleges; the community-college student; the training and qualifications of two-year college faculty; and the structure and organization of two-year colleges. [3]

**3850. College and University Administration: Organization and Structure.** Explores various organization patterns of post-secondary educational institutions and state systems of higher education. Roles and responsibilities of governing boards, the president and other administrative offices, and involvement of faculty and students in college governance. [3]

**3851. Institutional Advancement Proseminar I.** Focuses on alumni relations, government relations, public relations, publications and use of direct mail in colleges and universities, and the nature and function of philanthropy. Students will perform a number of class and group projects, and speakers will address the class. [3]

**3852. Institutional Advancement Proseminar II.** Comprehensive review of annual and capital campaigns, donor research, writing proposals, annual fund campaigns, and deferred giving for colleges and universities. Students will do class projects, and speakers will address the class. [3]

**3853. Strategic Marketing and Planning in Higher Education.** Comprehensive review of marketing and planning for higher education, consumer behavior, market research planning, target marketing, segmentation and strategic planning, and the relationship of marketing and planning to higher education. Course utilizes case studies. [3]

**3860. College Student Personnel Services.** Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

**3870. College and University Teaching.** A study of the teaching-learning process while developing understanding of the relationship of the teacher, the student, and the particular discipline involved in the instructional process. [3]

**3880. Law and Higher Education.** Explores the constantly growing relationship between basic law and higher education. Seeks to acquaint the student with benchmark laws and court decisions and the resulting implications for higher education. [3]

**3890. College and University Finance.** Current issues in financing higher education, sources of revenue, methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

**3900. Problem-based Inquiry in Education.** This course is intended to prepare practitioners with tools to investigate, understand, and address problems of educational practice. The course does not focus on a particular set of research techniques; rather, the course engages students in the process of identifying problems of practice and applying tools of inquiry. [3]

**3910. Methods of Educational Research.** Focus on research methodologies, critical evaluation of reports, library research skills, and organizing an integrative review of existing theory and research. Class sessions and individual and group consultation. [3]

**3920. Planning Doctoral Research Projects.** Students identify a research topic and prepare a model proposal for research in their major professional field or academic specialty. Class sessions and individual and group consultation. [3]

**3930–3934. Research in Education.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1–6]

3930. Research in Education.

3931. Research in School Administration.

3932. Research in Higher Education Administration.

3933. Research in Human Resource Development.

3934. Research in Education Policy.

**3940–3944. Field Experiences in Education.** Individual or group opportunities for observation or other activities in a field setting by arrangement between a local school system or other educational agency, the student, and the supervising professor. Consent of faculty supervisor required. May be repeated. [1–6]

3940. Field Experiences in Education.

3941. Field Experiences in School Administration.

3942. Field Experiences in Higher Education Administration.

3943. Field Experiences in Human Resource Development.

3944. Field Experiences in Education Policy.

**3950–3954. Practicum in Education.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1–6]

3950. Practicum in Education.

3951. Practicum in School Administration.

3952. Practicum in Higher Education Administration.

3953. Practicum in Human Resource Development.

3954. Practicum in Education Policy.

**3960–3964. Internship in Education.** Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1–12]

3960. Internship in Education.

3961. Internship in School Administration.

3962. Internship in Higher Education Administration.

3963. Internship in Human Resource Development.

3964. Internship in Education Policy.

**3970. Master's Thesis in Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–6]

**3990. Doctoral Dissertation.**

## Human Development Counseling Program

The goal of the Master of Education program in Human Development Counseling (HDC) is to educate mental health generalists to function as counselors in a host of mental health settings. Students may concentrate in community agency counseling (applicable to a broad range of settings), school counseling K-12, and/or employee assistance counseling.

The M.Ed. degree is designed to provide a strong theoretical and experiential base for professionals in human service settings. This program is intended as a two-year (48-hour), entry-level training program for professional counselors.

Human Development Counseling courses are listed beginning on page 76.

### Accreditation

Vanderbilt's HDC program in community agency counseling is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). Program accreditation from this body means that our community agency program meets the highest standards established by the counseling profession. Such accreditation has been awarded to less than 25 percent of the training programs in the United States. One of the many benefits this accreditation offers our students is the ability to take the national certification examination (NBCC) immediately upon graduation instead of having to qualify after two years of work experience as a professional counselor.



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The school counseling track (K-12) is approved by the Tennessee Department of Education and leads directly to licensure as a school counselor in Tennessee.

### **Credentials**

Obtaining credentials as a nationally certified counselor is possible through the department. In addition, licensure as a school counselor may be obtained through appropriate course work. Students wishing to be licensed in marriage and family counseling or other related areas may arrange through additional course work and supervision to apply for licensure, depending on state regulations. Individuals interested in clinical psychology training or licensure as a psychologist, however, should apply to programs approved by the American Psychological Association.

### **Curriculum Areas**

The program is organized in six curriculum areas. Specific course selections vary according to the competence level of the student, faculty evaluation of the student's previous academic and work experience, and the student's individual career objectives. Students have courses and experience in each of the following six areas:

#### *Area I: Human Growth and Development Foundations*

Contains studies that provide a broad understanding of the needs and tasks confronting individuals at all development levels. Emphasis is on human behavior, personality and learning theory, stage development, and the constructivist view of human development.

#### *Area II: The Helping Relationship*

Includes (a) philosophic and epistemological foundations of the helping relationship; and (b) counseling theory, supervised practice and application.

#### *Area III: Group Process and Organizations*

Provides theory and dynamics of groups and human service organizations. Topics include group and organizational theory and leadership skills. Also, students analyze contemporary issues facing counselors.

#### *Area IV: Life Styles*

Covers career choice theory, occupational trends, vocational guidance, and issues related to career and professional identity. Explores the implications of counseling and service delivery for persons with disabilities, for women, for the elderly, and for minority groups.

*Area V: Appraisal and Diagnosis*

Includes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and gender-related factors are also considered.

*Area VI: Research, Evaluation, and Self-Directed Study*

Covers statistics, field studies, research design, ethical issues in research, program evaluation, and the development of research and evaluation proposals.

**Degree Requirements**

HUMAN GROWTH & DEVELOPMENT FOUNDATIONS. *6 hours*

HDC 3660. Developmental Counseling Psychology [3]

HDC 3670. Advanced Developmental Counseling Psychology [3]

THE HELPING RELATIONSHIP. *12 hours*

HDC 2410. Theories of Counseling [3]

HDC 3850. Pre-Practicum in Counseling [3]

HDC 3870. Practicum in Counseling [1–2]

HDC 3890. Internship in Counseling [5–10]

GROUP PROCESS & ORGANIZATIONS. *6 hours*

HDC 3760. Group Dynamics [3]

HDC 3750. Consultation in Human Service Settings [3]

LIFE STYLES. *9 hours*

HDC 3470. Psychology of Careers [3]

HDC 3680. Counseling Diverse Populations [3]

HDC 3480. Addictions [3]

APPRAISAL & DIAGNOSIS. *3 hours*

HDC 3510. Appraisal and Assessment [3]

RESEARCH, EVALUATION & SELF-DIRECTED STUDY. *3 hours*

HDC 3840. Research in Counseling [3]

ELECTIVES. *9 hours*

TOTAL: *48 hours*

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## Joint 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. degree and also be professionally trained human development counselors (with an M.Ed. degree) 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 two summers) follows, when 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 apply 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 begin taking the initial 15 hours of the master's degree in HDC during the undergraduate senior year. To secure permission to do this, students must receive prior approval by completing an Undergraduate Application for Post-Baccalaureate Credit available in the Office of Academic Affairs. See "Academic Regulations" in the Peabody College section of the *Undergraduate Catalog* for details. (See curriculum below for the sequence of course work.)

4. Applicants may take no more than 18 hours of HDC professional courses with at least a *B* average in the senior year 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)\* 18 hours

HDC 3310. Theories of Counseling [3]

HDC 3470. Psychology of Careers [3]

HDC 3660. Developmental Counseling Psychology [3]

HDC 3680. Counseling Diverse Populations [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 3750. Consultation in Human Service Settings [3]  
HDC 3840. Research in Counseling [1–3]  
HDC 3870. Practicum in Counseling [1–2]  
HDC 3890. Internship in Counseling [5–10]  
SPED 3000. Education and Psychology of Exceptional Learners [3]

PROFESSIONAL ELECTIVES 9 hours

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

TOTAL: 48 hours

## Graduate Degree

### Policy Development and Program Evaluation

Policy Development and Program Evaluation (PDPE) is intended for people who seek to inform and influence the policies of public and private agencies. Programs are tailored to the educational needs of professionals and scholars who expect to spend much of their careers making and analyzing policy, evaluating programs, conducting research, advising officials, making decisions, and providing leadership.

Students with a primary interest in a research career may choose to pursue the Ph.D. in education and human development, with a specialization in policy development and program evaluation. Application should be made through the Graduate School.

## Human Development Counseling Courses

**3310. 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]

**3320. 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 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.

**3340. Guidance: Principles, Problems, and Administration.** This course is required for all school counseling majors and looks at conceptual models for school counseling programs—how they are organized and how they are administered. [3]

**3400. Marriage/Family Counseling.** Introductory course focusing on relationships and systems. Theoretical assessment and intervention techniques will be presented in accordance with Adlerian psychology, transactional analysis, and Satir's identified patient. This course is didactic and experiential, emphasizing a self-directed approach to the counselor. [3]

**3410. Advanced Marriage and Family Counseling.** Advanced course in counseling couples and families. Prior graduate course in this area required. Emphasis on direct experience through hands-on approaches and experiences and use of videotaping. [3]

**3460. Special Topics in Policy Studies.** Exploration of special issues on topics related to Policy Studies. May be repeated for credit with change of topic. [1-3]

**3460. Special Topics in Human Development Counseling.** Exploration of special issues on topics related to Human Development Counseling. May be repeated for credit with change of topic. [1-3]

**3461. Special Topics in Human Resource Development.** Exploration of special issues on topics related to Human Resource Development. May be repeated for credit with change of topic. [1-3]

**3470. Psychology of Careers.** Various aspects of career development, using data from psychology, sociology, and economics. The meaning of work; theories of career development; ability, interests, values, personality factors, and occupation; manpower and occupational trends; vocational counseling; toward a science of human effectiveness. [3]

**3480. Addictions and the Human Services Professional.** Introduces students to the basic knowledge and skills needed to identify and successfully refer the addicted client and his or her family members to appropriate rehabilitative services and to design/market early intervention or preventive educational programs. This course addresses a number of addictions and related compulsive behaviors (chemical dependency, eating disorders, compulsive gambling, sexual addictions, adult children of alcoholics, co-dependency, enabling). [3]

**3490. Advanced Seminar in Counseling.** Advanced students explore special topics in counseling. May be repeated. An additional charge may be made for materials. [1-3]

**3510. Appraisal and Assessment.** Survey of appraisal, assessment, and standardized instruments used by counselors in the areas of education, psychology, and mental health. [3]

**3550. A Developmental Approach to Personal Loss.** Educates students in the recognition of client issues of personal loss and equips them with knowledge necessary to promote healthy resolution of change. Areas of discussion include the identification of a general grieving paradigm, the exploration of the relationship between loss and human development, and the stimulation of development through the promotion of healthy adaptation to change. The course will use didactic presentations, group discussion, experiential exercises, and videotaped materials. The course is designed for both advanced undergraduate and graduate students from a variety of backgrounds and courses of study, all of whom are or will be involved in assisting persons in making developmentally stimulating changes. [3]

**3660. Developmental Counseling Psychology.** Study of findings in social and developmental psychology most relevant to the counseling profession. A cognitive developmental perspective is stressed. Theories, methods, and empirical findings are considered as they relate to diagnosis, intervention, program building, and evaluation. [3]

**3670. Advanced Developmental Theory and Practice.** Designed to expand the knowledge base of lifespan human development theory beyond an elementary level. It is intended to address depth of knowledge and is aimed toward integration of theoretical,

research, methodological, and intervention modes of developmental counseling. The course provides a link between developmental theory and counseling practice. Prerequisite: 3660 or consent of instructor. [3]

**3680. Counseling Diverse Populations.** Study of value systems and behavior patterns of diverse populations as well as variables related to age, gender, life style, language, religion, social class, geography, and developmental stage. Provides counselors and mental health specialists with knowledge of diverse life styles in order to be more effective in serving the needs of persons from diverse populations. [3]

**3750. Consultation in Human Service Settings.** This course is required for all school counseling majors. Explores the major models, strategies, and methodologies of consulting in the context of human service agencies. Students practice consulting techniques and evaluate various approaches. [3]

**3760. Group Dynamics.** Provides understanding of the dynamics of small groups through a survey of the research literature and experience in small group interaction and observation. [3]

**3800. Community Counseling.** This seminar explores the unique role of the human development counselor in the use of preventive, community-based methods for working with counselees. Attention is paid to the development of programs that use both experiential and environmental approaches for working with normal populations. [3]

**3840. Research in Counseling.** A survey of research conducted on the process of counseling. Attention to research design and interpretation of counseling outcomes and methods. [1-3]

**3850. Pre-Practicum in Counseling.** [3]

**3870. Practicum in Counseling.** [1-2]

**3871. Practicum in Counseling: Orientation to the Classroom.** This course is required of all school counseling students without teacher training/experience. It offers the student an opportunity to spend time in a classroom shadowing the teacher and participating in a variety of activities including instruction, tutoring, small group leadership, etc. [3]

**3890. Internship in Counseling.** [5-10]

**3930. Readings and Research in Human Development Counseling.** [1-3]

**3963-64. Internship.** Supervised on-site experience in a professional role. Interns serve as counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

3963. Internship in Human Resource Development.

3964. Internship in Policy Development and Program Evaluation.

## *Psychology and Human Development*

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RESEARCH ASSISTANT PROFESSOR Linda D. Jones

 THE Department of Psychology and Human Development offers programs of study toward the degrees of M.S. and Ph.D. in psychology, administered by the Graduate School. Detailed information about the programs is available in the *Graduate School Catalog* and in the departmental *Handbook of Requirements*.

Degree programs in the department emphasize basic research as well as empirical, data-oriented approaches to practical problems in education and human development. The department is concerned with the development of human resources and the discovery of new ways to bring psychological knowledge and research skills to bear upon societal problems, especially those amenable to intervention during the early years of life. Areas of specialization include clinical psychology, community psychology, developmental psychology, cognitive studies, and quantitative methods.

Courses offered in the Department of Psychology and Human Development are listed beginning on page 81.

## Master of Science

### *General Psychology (M.S. in Psychology)*

The general psychology program provides an opportunity for students who lack a strong background in psychology to prepare for advanced graduate work in the field.

## Doctor of Philosophy

### *Clinical Psychology (Ph.D. in Psychology)*

The training program in clinical psychology has a major focus on children, youth, and families. The frame of reference is a developmental approach within the context of the social ecology of the family, school, and community. Research emphases include developmental psychopathology, pediatric health/psychology and developmental disabilities, behavioral pediatrics, dynamic assessment, family processes, and social policy. There is a strong commitment to the scientist-professional model for training, with emphasis on research and scholarship.

*Community Psychology (Ph.D. in Psychology)*

The orientation of the community psychology program is shaped by two central questions: “How can conditions be made better for people in communities?” and “What constitutes ‘better’?” Research and teaching in the program span multiple levels of organized social intervention—social policy initiatives, community and organizational development, human service systems and programs, and human service practice—and encompass a range of community goals, e.g., social, community, organizational, family, and individual health and well-being. The program emphasizes research topics related to the healthy development of children, families, and communities and training for research careers in both academic and nonacademic settings.

*Developmental Psychology (Ph.D. in Psychology)*

The developmental psychology program emphasizes research aimed at formulating theory about basic processes of typical and atypical development and the application of those findings in educational, policy, and human service settings. Studies of infants, children, adolescents, persons with disabilities, and nonhuman species are conducted to learn about the development of cognition, perception, social behavior, and language.

*Cognitive Studies (Ph.D. in Psychology)*

The cognitive studies program focuses on laboratory- and field-based research into cognitive processes as they occur in the laboratory and in formal and informal learning situations. The program emphasizes active involvement in research and professional activities, including the presentation of research. There is a commitment to maintaining an atmosphere of intellectual curiosity oriented toward collaborative as well as individual pursuits, and students are strongly encouraged to have contact with faculty in related program areas. Areas of research emphasis include the study of cognition, instruction, and technology; cognitive development; expert-novice performances and individual differences in cognitive skills; family and community contexts for learning; language and text processing; perceptual-motor coordination; relationships between cognition and emotion; spatial representation and reasoning; and social behavior.

*Quantitative Methods (Ph.D. in Psychology)*

The quantitative methods program has as its goal the training of graduate students who will make original contributions to the quantitative and methodological literature of psychology through the development of new techniques, through the refinement of existing techniques, and through the adaptation of techniques from other disciplines to research in psychology.



The students will also be trained to provide sophisticated consultation on issues of the quantitative treatment of data and of research methodology in a wide variety of contexts. Finally, the graduates of the program will be able to provide instruction in quantitative and research methods at both the graduate and undergraduate levels.

## Psychology and Human Development Courses

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

**2102. Statistical Analysis.** Second course in statistics for undergraduates. Multifactor analysis of variance designs including repeated measures, and goodness of fit and contingency analyses. Prerequisite: 2101. [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 CST 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; school achievement and organization; choices and decision making related to work. [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]

**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 (e.g., 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]

**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]

**2890. Ethical Issues in Human Service.** (Also listed as HOD 2890) Normative evaluation of ethical issues in serving human needs. Examines conflicting values within moral dilemmas from a variety of theoretical perspectives and practical criteria. Reviews case studies of moral issues confronting the individual, the family, service organizations, and the general public. [3]

The following courses are available through the Graduate School. Course descriptions are provided in the *Graduate School Catalog*.

- 210P. Introduction to Statistical Analysis.** [3]
- 211P. Statistical Analysis.** [3]
- 300P. History and Systems of Psychology.** [3]
- 301P. Methods of Psychological Research.** [3]
- 302P. Proseminar in Psychology and Human Development** [3]
- 303P. Research Methods in Developmental Psychology.** [3]
- 304P. Field Research Methods.** [3]
- 305P. Research Methods in Child Clinical Psychology.** [3]
- 310P. Statistical Inference.** [3]
- 311P. Experimental Design.** [3]
- 312P. Measurement and Correlation.** [3]
- 315P. Program Evaluation.** [3]
- 319P. Advanced Seminar in Measurement, Statistics, and Evaluation.** [1–3]
- 320P. Research in Mental Retardation.** [3]
- 325P. Proseminar in Mental Retardation.** [1]
- 327P. Social Psychology of Mental Retardation.** [3]
- 329P. Advanced Seminar in Mental Retardation.** [3]
- 334P. Psychological Foundations of Education.** [3]
- 335P. Psychology of Classroom Learning.** [3]
- 336P. Behavioral Pediatrics and Child Health Psychology.** [3]
- 337P. Family Process.** [3]
- 338P. Family Therapy.** [3]
- 339P. Advanced Seminar in Educational Psychology.** [1–3]
- 340P. Psychopathology.** [3]
- 341P. Clinical Behavior Therapy and Behavior Modification.** [3]
- 342P. Biofeedback and Behavioral Self-Control.** [3]
- 343P. Psychological Assessment.** [3]

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- 344P. **Psychological Intervention: Individual Focus.** [3]  
345P. **Systems and Community Psychology.** [3]  
347P. **Advanced Seminar in Community Psychology.** [1–3]  
349P. **Advanced Seminar in Clinical Psychology.** [1–3]  
350P. **Human Learning.** [3]  
352P. **Human Cognition.** [3]  
353P. **Advanced Seminar in Cognitive Studies.** [3]  
354P. **Language and Text Processing.** [3]  
355P. **Sociobiology.** [3]  
357P. **Seminar in Behavioral Biology.** [3]  
359P. **Advanced Seminar in Experimental Psychology.** [1–3]  
360P. **Developmental Psychology.** [3]  
361P. **Seminar in Cognitive Development.** [3]  
363P. **Seminar in Social and Personality Development.** [3]  
368P. **Advanced Seminar in Developmental Psychology.** [1–3]  
369P. **Master's Thesis Research.** [1–6]  
370P. **Theories of Personality.** [3]  
372P. **Group Dynamics.** [3]  
375P. **Social Psychology.** [3]  
376P. **Social Psychology of Organizations.** [3]  
378P. **Current Research in Social Psychology.** [3]  
379P. **Advanced Seminar in Personality and Social Psychology.** [1–3]  
380P. **Assessment of Intellectual Functioning.** [3]  
382P. **Assessment of Personality.** [3]  
381P. **Cognitive Theories of Mathematical Learning.** [3]  
384P. **Intervention: Basic Issues.** [3]  
386P. **Psychological Intervention with Children.** [3]  
388P. **Intervention: System Focus.** [1–3 each module]  
389P. **Seminar on Psychological Issues and Ethics.** [3]  
390P. **Clinical Applications and Practicum I.** [3]  
391P. **Clinical Applications and Practicum II.** [1]  
396P. **Special Topics in Psychology.** [1–4]  
397P. **Readings and Research in Psychology.** [1–3]  
399P. **Ph.D. Dissertation Research.** [1–10]

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## *Special Education*

CHAIR OF THE DEPARTMENT Daniel J. Reschly

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Hasselbring, Ann P. Kaiser, John R. Newbrough, Daniel J. Reschly, Travis I. Thompson, Steven F. Warren

RESEARCH PROFESSORS Teris K. Schery, Paul J. Yoder

ASSOCIATE PROFESSORS Stephen M. Camarata, Joseph J. Cunningham, Carolyn Hughes, Craig H. Kennedy

ASSISTANT PROFESSORS Eva M. Horn, Joseph H. Wehby

ASSISTANT PROFESSOR OF THE PRACTICE Kimberly J. Paulsen

✿ THE Department of Special Education prepares students for various roles in special education. Preparation programs combine University-based and field-based experiences and provide opportunities for active involvement in instruction, assessment and evaluation, applied research, consultation, and other aspects of special education. Field experiences encompass a variety of settings including public and private schools, clinics, community programs, and homes.

Courses offered in the Department of Special Education are listed beginning on page 86.

### **Master of Education**

The M.Ed. program offers highly individualized preparation for students who have completed undergraduate programs in special education or allied areas such as psychology, elementary and secondary education, rehabilitation, physical education, physical therapy, occupational therapy, home economics, social welfare, vocational education, and other disciplines. Requirements include a sequence of courses and field experiences that meet individual student needs and career goals as well as Tennessee licensure requirements.

Programs of study can lead to special education licensure (see Licensure for Teaching). Students develop competencies in all categories of exceptionality but specialize in one of the four program areas offered: (a) modified programs (emphasis on mild/moderate disabilities with a learning disabilities or behavior disorders concentration), (b) comprehensive programs (emphasis on multiple and severe disabilities), (c) early childhood special education, or (d) visual impairment.

The degree program stresses field-based learning and experience, with opportunities to participate in supervised research. At least 15 hours, exclusive of field experience, must be in 3000-level courses. Programs of study are planned in consultation with the student's faculty adviser. The Comprehensive Examination evaluates the student's competence in the field of special education.

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## Initial Teacher Licensure in Special Education

Students pursuing graduate/professional degrees may complete requirements for teacher licensure in special education. Satisfying licensure criteria may require work beyond the normal degree requirements. Students seeking initial licensure should take or have taken courses in communications, mathematics, social science, humanities, natural health science, and professional education.

The requirements for initial teacher licensure include a passing score on the Pre-Professional Skills Test (students are exempt from the PPST if they achieved a minimum score of 1000 on the GRE or 50 on the MAT) and passing scores on the NTE core battery and specialty area test. For students seeking initial teacher licensure at the master's level, the program requires three additional courses and an extended student teaching experience. Thus, four semesters are required to complete the long program.

## Professional Degrees and Teacher Licensure

The programs of study in special education are individually planned by each student in consultation with his or her adviser. Four sample programs for teachers holding licensure follow:

### *High Incidence Program*

GENERIC CORE. 9 hours  
SPED 3000, 3210, 3820

METHODS AND SPECIALIZATION. 18 hours  
SPED 3700, 3830, 3840, 3860, 3870.  
One of the following: SPED 3800, 3810

FIELD WORK. 6 hours  
SPED 3120

### *Comprehensive Program*

GENERIC CORE. 6 hours  
SPED 3000, 3210

METHODS AND SPECIALIZATION. 18 hours  
SpEd 3030, 3300, 3330, 3360, 3600

ELECTIVES. 6 hours

FIELD WORK. 6 hours  
SPED 3120

### *Vision Impairment Program*

GENERIC CORE. 9 hours  
SPED 3000, 3210, 3580

METHODS AND SPECIALIZATION. 17 hours  
SPED 2500, 2530, 3330, 3510, 3540, 3550

FIELD WORK. 4 hours  
SPED 3120

### *Early Childhood Special Education*

GENERIC CORE. 9 hours  
SPED 3000, 3210, 3420

METHODS AND SPECIALIZATION. 18 hours  
SPED 3030, 3330, 3400, 3410, 3600  
EDUC 3210

FIELD WORK. 6 hours  
SPED 3120

## Special Education Courses

**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]

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

**3000. Education and Psychology of Exceptional Learners.** Presents an overview of people who are labeled "exceptional" and the implications for education related to them. Examines the disabilities that people have and services, systems, and concepts associated with them. Includes legal, sociological, educational, political, general system theory perspectives and psychological perspectives. State and Federal law relating to education from infancy to adulthood will be related to intervention, ethics, and issues. Discuss trends and issues related to the areas of exceptionality and relate these to previous trends, issues, and attitudes. [3]

**3010. Proseminar I.** Advanced review of research and scientific principles, methods, and the status of research and other professional developments in special education. Required for post-master's degree students in special education. [3]

**3011. Proseminar II: Contrasting Research Methodologies in Special Education Research.** The purpose of this course is to provide an overview of the frameworks and major designs within three alternative research methodologies within Special Education: single-subject research, group design, and qualitative methods. Prerequisite: 3010. [3]

**3012. Research Design in Special Education.** Provides in-depth analysis of group research methodology within Special Education. Design features and statistical methods are reviewed; research is critiqued; and sample studies are designed. Prerequisite: 3010, 3011. [3]

**3013. Introduction to Single-Subject Research Methodology.** Initial course in the use of single subject research methodology within Special Education. Overview of behavioral measurement, single subject research designs, and methods of data analysis. Critical analysis of research articles. Development of a single subject research proposal is required. Prerequisite: 3210. [3]

**3014. Advanced Procedures in Single-Subject Research Methodology.** Use of research procedures to investigate problems in the education of persons with disabilities. Advanced procedures in single-subject research methodology, including design strategies and experimental control, are emphasized. Design and implementation of a research study is required. Prerequisite: 3013, 3210. [3]

**3015. Implementing Research in Special Education.** Provides structure and support for students implementing studies in Special Education. Design and implementation issues in research are reviewed with peers and faculty participants to help students resolve problems and design better studies. Prerequisite: 3010, 3011, 3012, 3013. [1]

**3030. Advanced Issues in Family Intervention.** Provides information on issues and practices related to families with children who have special needs. Emphasis on taking a family systems perspective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws 94–142 and 99–457. [3]

**3040. Administration and Supervision in Special Education.** Principles, theories and methods of administration that emphasize managerial functions. Prepares students to assume leadership roles in special education and organizations providing services for people with disabling conditions. Prerequisite: 3000 or consent of instructor. [3] (Not currently offered.)

**3070. Special Education Law.** Survey of current law relating to special education of infants, toddlers, children and youth and adults. Emphasis is on major federal statutes and regulations, particularly the Individuals with Disabilities Education Act and its regulations. Related laws include “Section 504,” grants and contracts law, related state laws, leading cases (e.g., AIDS, extended school year, LRE, testing, private residential placement), IEPs, Family Service Plans. Proper APA citation and writing about laws and cases. [3] (Not currently offered)

**3120. Field Work in Special Education Teaching.** Observation, participation, and classroom teaching for graduate and professional students majoring or minoring in any of the areas of exceptionality. Prerequisite: consent of instructor. [1–3]

**3130. Advanced Field Work in Special Education.** The second practicum for graduate and professional students majoring or minoring in any area of exceptionality, with opportunity for supervised participation in community special education programs. Prerequisite: consent of instructor. [1–3]

**3140. Extended Student Teaching for Graduate Students.** Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: 3120 and permission of department. [6]

**3210. Management Procedures for Academic and Social Behavior.** Application of behavioral principles in educational settings. Presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. Emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practice



exercises. Review of research methodologies and the critical analysis of research literature in the area of applied behavior analysis are required. Students apply their skills in classroom settings. [3]

**3250. Proseminar in Mental Retardation.** (Also listed as PSY 325P) Variable topics. May be repeated with change in topic. [2]

**3300. Advanced Programming for 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 on strategies for the acquisition and generalized use of age-appropriate functional skills in natural community-based settings. Methods for developing, implementing, and evaluating 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. Current research evidence to support effective practices is stressed. [3]

**3310. Transition for Persons with Disabilities.** Theory and practice of transition from school to community living and employment for young adults with disabilities. Legislative history and practical applications of skills such as job development and job placement. Prerequisite: 3300. [3]

**3320. Advanced Transition for Persons with Disabilities.** Extends the course content of 3310. Greater emphasis on development of programs and interagency collaboration and development of community-based transition. Prerequisite: 3300, 3310, or consent of instructor. [3]

**3330. Advanced Procedures for Students with Multiple Disabilities.** Information on the causes, treatment, education, and management of students with multiple disabling conditions, 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. Information is provided on physical and medical management. Competencies in research-based programming are provided. [3]

**3340. Instructional Principles and Procedures for Students with Severe Disabilities.** Introduces characteristics and models of effective instruction, particularly for students with severe disabilities. Overviews behavioral, ecological, and developmental learning theories and implications for instruction. Methods for defining current level of functioning, designing interventions, and monitoring learner progress are emphasized. Reviews fundamental special education procedures including IEP development, task and concept analysis, effective teaching strategies, and functional curriculum programming. Current research evidence to support effective practices is stressed. [3] (Not currently offered)

**3360. Advanced Procedures for Transition to Adult Life.** Graduate-level course in advanced procedures in community and employment integration of persons with disabilities. Strategies introduced that may be applied on four levels in order to facilitate integration, including (a) individual, (b) school or workplace, (c) community, and (d) systems-wide levels. Students implement interventions in school, work, or community settings. [3]

**3400. Advanced Trends and Issues in Early Childhood Special Education.** 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 interventions; transitions to next environment. [3]

**3410. Advanced Procedures in Early Intervention for Infants with Disabilities.** Typical and atypical development in infancy; methods for designing individualized, family-centered programs for infants with disabilities; strategies for working with team members from other disciplines; use of community resources for infants and families; research methodology and program evaluation in early intervention. Prerequisite: 3400 or consent of instructor. [3]

**3420. Advanced Assessment Procedures for Young Children.** In-depth review of measurement, theory, and practice in the assessment of early developmental problems. Course will address strategies for selecting appropriate and valid instruments and methods for the purpose of initial screening, evaluation to determine eligibility for services, and assessment to support program planning for infants, toddlers, and young children. Interpretation and synthesis of evaluation and assessment information for dissemination to families and other professionals is demonstrated. Students apply skills in early intervention, preschool, and/or early childhood education settings. [3]

**3510. Educational Procedures for Visually Impaired Learners.** 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 impairments and other accompanying disabilities. [3]

**3540. Communication Skills for Visually Impaired Learners.** Emphasis on methods of teaching communication skills and the preparation of materials for the visually impaired. Open only to teachers who have a working knowledge of braille. Consent of instructor required. [3]

**3550. Orientation and Mobility Skills 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]

**3560. Seminar: Orientation and Mobility for the Visually Impaired I.** Topical treatment of dynamics and profession of orientation and mobility with emphasis on current issues, legislation, research, and trends. [3]

**3570. Seminar: Orientation and Mobility for the Visually Impaired II.** Topical treatment of dynamics and profession of orientation and mobility with emphasis on program development and the profession. [3]

**3580. Advanced Procedures for Visually Impaired Learners.** Topics relate to assessment, social skills development, transitions, career development, consumerism, and other unique areas of the core curriculum for visually impaired learners. [3]

**3590. Advanced Orientation and Mobility Skills for Teachers of the Visually Impaired: Practicum.** Advanced course equips orientation and mobility specialists with methods, techniques, and approaches using the long cane and other mobility devices essential in the development of safe and efficient travel skills of persons with visual impairments. Demonstration, simulation, and practicum experiences in various settings. Prerequisite: 2550 and/or consent of instructor. [3]

**3600. Speech and Language for Exceptional Learners.** An overview of normal language development, psycholinguistic theory, and research. Emphasis is on specific intervention procedures useful for teachers of children and youth with severe/profound or mild/moderate disabling conditions. [3]

**3700. Applications of Technology in the Classroom.** Examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes: a review of the history of the development of computers; the use of technology

with persons with disabilities; a review and analysis of microcomputer and video technology hardware and software, an overview of instructional and managerial computer applications. No previous computer experience required. [3]

**3710. Advanced Applications of Technology in the Classroom.** Presents and examines models and techniques of instruction for integrating computer and technology into special education classroom curricula. Focuses on the development, implementation, and advanced instructional and managerial applications of technology when used with disabled individuals. Prerequisite: 3700 or equivalent. [3]

**3720. Seminar: Microcomputer Technology in Special Education.** Provides an in-depth look at the use of existing microcomputer technology as it relates to research on teaching and learning in special education. Seminar participants review extant research that examines the use of microcomputer technology with special-needs populations and propose new applications of existing and developing technology for this population. Each member of the class is required to participate in developing a section of a publishable manuscript on the topic "what we know about the effectiveness of special education technology." Also, each member of the class will be expected to demonstrate basic competencies in the use of the microcomputer for research and professional dissemination activities. [3]

**3800. Advanced Trends and Issues in Learning Disabilities.** Provides advanced study of current trends, research, and issues in mild/moderate disabilities with specific emphasis on learning disabilities. Historical perspectives and theoretical models are reviewed along with empirical research related to definitions, identification procedures, conceptualizations, educational strategies, and service delivery options for individuals with learning disabilities. [3]

**3810. Advanced Trends and Issues for Students with Behavior Disorders.** This course focuses on an historical overview and analysis of theoretical issues regarding etiology and treatment of severe behavior disorders. The course reviews definitions, historical development, contributing factors, and major classifications of behavior disorders. An overview of research methods used in treating disordered behavior is presented. Ability to analyze, synthesize, and apply research methods related to prevention and management strategies with children and adolescents is required. [3]

**3820. Advanced Issues and Procedures in the Assessment of Students with Mild/Moderate Disabilities.** This course focuses on the diagnosis and evaluation of students with mild/moderate disabilities using a variety of developmentally appropriate curriculum based assessments, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific consideration is given to the reporting of assessment information to parents, teachers and other support personnel to determine appropriate placement levels within the continuum of services. Practical application is required. [3]

**3830. Instructional Procedures for Students with Mild/Moderate Disabilities.** This methodological course consists of two principal components. The first applies instructional design, delivery, and assessment procedures taught in prerequisite 3830 to mathematics content. Students receive intensive instruction in the theory of direct, explicit instruction. The second component reviews technological advances and validated learning, test-taking, study, and self-monitoring strategies for students with mild/moderate disabilities. [3]

**3840. Advanced Instructional Principles and Procedures for Students with Disabilities.** Introduces characteristics and models of effective instruction, particularly for students with disabilities or at risk for school failure. Overviews behavioral, developmental, and cognitive learning theories and implications for instruction. Methods for defining current level of

functioning, designing interventions, and monitoring learner progress are emphasized. Reviews fundamental special education procedures including IEP development, task and concept analysis, effective teaching strategies, and direct instruction. [3]

**3850. Consultation Strategies for Teachers of Students with Mild/Moderate Disabilities.** Reviews the history, theory, and research associated with models of school consultation with an emphasis on behavioral consultation. Students learn to use behavioral consultation to help teachers better accommodate individuals with social and academic problems in their classrooms. More briefly examines interdisciplinary consultation strategies involving parents, medical, vocational, career, and social work professionals. Prerequisite: 3800 or 3860. [3] (Not currently offered)

**3860. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Moderate Disabilities.** Focuses on current teaching practices in the field, with an emphasis on examination of the research bases of effective teaching with students with behavior problems. Covers procedures for serving learners with behavior problems who are served by consultant, resource, and self-contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices and to apply the knowledge to classroom situations for students with behavior problems. [3]

**3870. Accommodating Diversity in the Classroom.** Explores the importance and difficulty of teaching heterogeneously grouped students in mainstream classrooms and offers specific instructional strategies for doing so effectively. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students—students with and without disabilities at multiple points along the achievement continuum. [3]

**3930. Seminar in Special Education.** Enables students to explore and acquire depth in special topic areas directly related to their own objectives. [1–4]

**3931. Seminar: Behavioral Research in Education of the Visually Impaired.** Analysis and synthesis of research, theory, and the literature in education and related psychological and social factors for blind and visually impaired persons. [1–3]

**3936. Seminar: Issues Concerning Behaviorally Disordered Adolescents and Adults.** Exploration and discussion of the topics and issues that have an impact on the lives of adolescents and adults displaying behavioral problems. Includes community integration, service delivery, vocational, and educational issues. [3]

**3937. Seminar: Issues and Trends in Early Childhood Special Education.** Topical seminar in research issues relevant to early childhood/special education. [1–3]

**3950. Internship in Special Education.** Supervised on-site experience in a professional role. Opportunity to demonstrate advanced competencies while serving as teacher, counselor, research associate, administrative aide, or other member of professional teams. Consent of major professor required. [1–12]

**3960. Readings and Research in Special Education.** Individual programs of reading or research for students. May be repeated. Consent of instructor required. [1–3]

**3970. Master's Thesis in Special Education.** Open only to M.Ed. candidates engaged in thesis research and writing. [1–6]

**3990. Doctoral Dissertation.**

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## *Teaching and Learning*

ACTING CHAIR Victoria J. Risko

DIRECTOR OF TEACHER EDUCATION Ann M. Neely

PROFESSOR EMERITUS Jerold P. Bauch

PROFESSORS David M. Bloome, John D. Bransford, Paul A. Cobb, Carolyn M. Evertson,  
Dale C. Farran, Charles B. Myers, Victoria J. Risko, Patrick W. Thompson

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

RESEARCH ASSOCIATE PROFESSOR Linda Barron

ASSISTANT PROFESSORS Rachelle S. Feiler, Kevin M. Leander, Kay Johnson McClain

RESEARCH ASSISTANT PROFESSOR Alene H. Harris

SENIOR LECTURER Margaret W. Smithey

INSTRUCTOR IN THE PRACTICE Rena A. Hallam

✿ PROFESSIONAL degree programs leading to the Master of Education and Doctor of Education are offered through the department.

The M.Ed. is intended for students seeking initial licensure or upgrading knowledge and skills by attaining an advanced degree. The major fields of study for this degree are curriculum and instructional leadership, early childhood education, elementary education, English education, mathematics education, reading education, science education, secondary education, and social studies education.

The Ed.D. is intended for advanced students who wish to gain new skills for career advancement. Doctoral students complete a common core of course work, training in research tools, and a major in one of the following fields: curriculum and instructional leadership, early childhood education, elementary education, English education, mathematics education, language and literacy education, science education, or social studies education.

The Graduate School offers the Master of Science, Master of Arts in Teaching, and the Doctor of Philosophy degrees through the department. The special area of emphasis in these degrees is teaching and learning. Students wishing to work toward these degrees should refer to the *Graduate School Catalog*.

Courses offered in the Department of Teaching and Learning are listed beginning on page 100.

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## Teacher Licensure

Students pursuing graduate/professional degrees may complete requirements for teacher licensure in early childhood education, elementary education, reading, or secondary education. The completion of licensure requirements usually necessitates work beyond the normal degree requirements, particularly if the student's undergraduate program is deficient in liberal education categories or in the academic major for the secondary education program.

Students wishing to combine a graduate/professional degree with initial licensure are required to substitute for the elective portion of the degree program a sequence of professional methods courses and internship experiences. A transcript audit is made for each student. The licensure program is specified, based on previous course work, present degree requirements, and licensure regulations. Teacher licensure requirements often extend the length of the degree program beyond the stated minimum.

All students seeking initial teacher licensure are required to pass appropriate PRAXIS examinations.

## Degrees Offered

### **Master of Education**

In all M.Ed. programs, students take courses in a professional core and in one or more majors. Individual programs are designed to provide students an opportunity to develop their teaching competency, to explore disciplines providing a theoretical framework for professional work, and to extend individual interests, skills, talents, and career opportunities. Requirements in each major provide guidance and common experiences for participants in the program and are flexible enough to meet the individual student's needs and career goals.

Most courses in subject areas of the major are taken in the College of Arts and Science. Students who have not completed a bachelor's degree with a major or its equivalent in the subject area may be required to complete additional course work in the major subject. Programs of study should be planned in consultation with the student's faculty adviser and should be completed within the first semester of study.

M.Ed. students have the option of completing a comprehensive examination or writing a thesis. At least 15 hours must be in courses intended exclusively for graduate or professional students (3000-level courses). Core and curriculum requirements and requirements for each major in the department are outlined below.

### *Core Curriculum*

*9 hours. At least two of the four areas must be represented:*

A. HUMANISTIC DIMENSIONS OF EDUCATION

EDUC 2920. Social and Philosophical Aspects of Education

EDUC 3030. Sociology of the Classroom

EDUC 3050. Advanced Social and Philosophical Aspects of Education

B. BEHAVIORAL STUDIES

EDUC 3110/PSY 334P. Psychological Foundations of Education

PSY 2600. Applied Child Development

PSY 360P. Developmental Psychology

SPED 3000. Education and Psychology of Exceptional Learners

C. TEACHING STRATEGIES AND CURRICULUM

EDUC 2320. Teaching for Understanding and Academic Literacy

EDUC 2450. Reading in Secondary Schools

EDUC 3210. Instructional Programs for Young Children

EDUC 3500. Seminar on Teaching and Schools

EDUC 3510. Advanced Teaching in Secondary Schools

EDUC 3611. Curriculum Foundation: Exploration of Educational Belief Systems and Learning Environments

EDUC 3612. Curriculum Development: Designing and Constructing Responsive Curricula

EDUC 3621. Curriculum Design for Elementary School Programs

EDUC 3623. Curriculum Design for Secondary School Programs

EDUC 3800. Classroom Technologies: Theory and Applications Development

D. ASSESSMENT AND RESEARCH TOOLS

EDUC/PSY 2101. Introduction to Statistical Analysis

EDUC/PSY 2102. Statistical Analysis

EDUC 3170. Analysis of Teaching

### *Curriculum and Instructional Leadership*

The program in Curriculum and Instructional Leadership is a multidisciplinary program.

MAJOR. *18 hours*

EDUC 3954

Courses from the following, or other courses with consent of adviser:

EDUC 3080, 3220, 3230, 3611, 3612, 3630, 3641, 3650; EDLS 3530, 3570, 3571

ELECTIVES. *3 hours*

### *Early Childhood Education Major (without licensure)*

MAJOR. *18 hours*

EDUC 3200, 3210, and 3220

*Major Electives:* EDUC 2140, 2200, 3230, 3240, 3390, 3931, 3941, 3951, 3961

*Additional courses from one or more of these areas:*

Curriculum and General Teaching Methods

Infant Development

Humanistic Education

Language Arts and Reading

Leadership in Education

Mathematics Education

Science Education

Social Studies Education

Special Education

ELECTIVES. 3 hours

### *Elementary Education Major (without licensure)*

MAJOR. 15 hours

Curriculum and Instructional Design. 3 hours from: EDUC 2050, 3300, 3500, 3621

FIELD WORK. 3 hours from: EDUC 3430, 3941, 3942, 3943; ENED 3940; MTED 3940; SCED 3940; SSED 3940; SPED3120

TEACHING METHODS. *At least one course from three different areas:*

Mathematics. MTED 3250, 3910

Language Arts. EDUC 3417; ENED 2280, 2910

Reading. EDUC 3370, 3390, 3400, 3415, 3420

Science. SCED 3250, 3300

Social Studies. SSED 3250, 3480

ELECTIVES. 6 hours

### *English Education Major (without licensure)*

MAJOR. 18 hours

Teaching of Literature. 3 hours from ENED 2920, 3030, 3230

English Education Methods. 6 hours from ENED 3020, 3220, 3260, 3890, 3900; EDUC 3460

Reading, Language, and Composition. 6 hours from EDUC 3420, 3450, 3460; ENED 3020

Language. 3 hours from ENED 2280, 3400; Ling 200; Soc 202, Anthro 203, HearSp 304

Multicultural Education/Cultural Diversity. 3 hours from Eng 263; Hist 279a, b; Relig 3514; Soc 250, 255

ELECTIVES. 3 hours

### *Mathematics Education Major (without licensure)*

MAJOR. 18 hours

Mathematics courses numbered 230 or above, including at least two of the three fields of algebra, analysis, and geometry

MTED courses selected from MTED 3910 or 3920

ELECTIVES. 3 hours



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### *Reading Education Major*

Focus on developmental reading and on diagnosis and correction of reading disabilities. Designed to meet standards suggested by the International Reading Association and NCATE accrediting standards.

MAJOR. 15 hours

Reading courses from the following categories:

Foundation or Survey of Reading. EDUC 2200; EDUC/ENED 2450; EDUC 3370, 3380, 3390, 3440

Diagnosis and Correction of Reading Disabilities. EDUC 2430 or 3420

Practicum in Reading. EDUC 3430 or 3953

Language Development and Language Arts (3 hours). EDUC 2170, 3450; ENED 2280; SPED3600

ELECTIVES. 6 hours

### *Science Education Major (without licensure)*

MAJOR. 18 hours

SCED 3300

Appropriate 200- and 300-level science and Science Education courses

ELECTIVES. 3 hours

### *Secondary Education Major (without licensure)*

Course work for the degree may be distributed to fit the individual student's needs and goals, with focus on teaching rather than school administration or curriculum leadership.

EDUCATION CONCENTRATION COURSES (in addition to the professional education core). 9 hours

May be general professional education courses or courses in a specific teaching field: ENED, HMED, MTED, FLED, SCED, SSED.

ELECTIVES. 12 hours

### *Social Studies Education Major (without licensure)*

MAJOR. 18 hours

At least one course in two of the following disciplines: economics, geography, history, political science, psychology, sociology/anthropology

SSED 3450 and 3480 or 3490

ELECTIVES. 3 hours

### **Doctor of Education**

The Ed.D. program combines class instruction, individual study, and research activity culminating in a dissertation. The program includes substantial work directly related to classroom instruction. Practica or field work is usually involved.

At least *12 hours* in the major area, exclusive of the doctoral dissertation hours, must be completed at Vanderbilt University.

The program of studies for Ed.D. students in early childhood education, elementary education, and language and literacy education has the same professional education core and research tools. The minimum course work requirements, which follow, are cumulative across the master's, specialist's, and doctoral levels:

PROFESSIONAL EDUCATION CORE. *12 hours*

EDUC 3140

*3 hours* from each category:

Humanistic Dimensions of Education. EDUC 2920, 3030, 3050

Psychological Foundations of Education. EDUC 3110; PSY 350P, 352P

*3 hours* selected from a second course above, or EDUC 2050, 3210, 3220, 3612, 3621; EDLS 3810; SPED3000

RESEARCH TOOLS. *12 hours*

Applied Statistics (*3 hours*). PSY 2102 or higher numbered statistics course

Quantitative Research Methods (*3 hours*). EDUC 3911

Qualitative Research Methods (*3 hours*). EDUC 3912, or 3921 and 3922

Research Tool Electives (*3 hours*)

MAJOR. *48 hours*

Content in Major Field. *27–33 hours*

Curriculum Studies. *7–13 hours*

Doctoral Dissertation (*8 hours*). EDUC 3990

ELECTIVES. *12 hours*

### *Early Childhood Education Major*

MAJOR. *48 hours*

EDUC 3210, 3200, 3220

*Courses from the following, with at least 9 hours from PSY and SPED courses:* EDUC 3230,

3240, 3170, 3931, 3941, 3951; PSY 2600, 360P, 364P; SPED2800, 3000, 3050, 3200

Doctoral Dissertation (*8 hours*). EDUC 3990

### *Elementary Education Major*

MAJOR. *48 hours*

Content. *21–27 hours including the following:*

EDUC 3300, 3310

*6 hours* of Teaching and Learning from EDUC 3030, 3110, 3170

*6 hours* of Advanced Teaching Methods from EDUC 3370, 3390, 3420, 3440, MTED 3910,

SCED 3300, SSED 3480

3 hours of Human Relations from EDUC 3220, HR 2400

3 hours of Special Education. Recommended SPED3000

3 hours of Information Systems. Recommended EDUC 2050

Note: The Special Education and Information Systems requirements may be met as part of the Professional Education Core, Research Tools, Major, or Electives areas.

Area of Concentration. 12 hours

Suggested areas of concentration include: Instructional Design, Language Arts and Reading, Early Childhood Education, Child Development, Mild and Moderate Disabled, or others worked out in consultation with the student's adviser.

Doctoral Dissertation (8 hours). EDUC 3990

MAJOR ELECTIVES. 1–7 hours

### *Language and Literacy Education Major*

MAJOR. 48 hours

The following, or equivalent, courses are required of all students (9–12 hours): EDUC 3380, 3450, 3470, and depending on student's background and experience, one of ENED 3040, Linguistics 200, 201, 202

Reading and Language Arts Concentration (9–12 hours). EDUC 3390, 3420; course in cognitive psychology

or

Composition and Literature Concentration (16 hours). ENED 3220, 3230

Other course work from concentration (9–16 hours)

9 hours in a declared area of interest or specialization selected in consultation with adviser. Possible areas of specialization include: Linguistics and Language and Literacy, Cognition/Perception and Language and Literacy, Reading and the Special-Needs Child, and others.

Doctoral Dissertation (8 hours). EDUC 3990

**Programs of studies for Ed.D. students in curriculum and instructional leadership, English education, mathematics education, science education, and social studies education have the following requirements:**

PROFESSIONAL EDUCATION CORE. 15 hours

EDUC 3140

3 hours from each category:

Humanistic Dimensions of Education. EDUC 2920, 3030, 3050

Behavioral Studies. EDUC 3110; PSY 350P, 352P

Curriculum. EDUC 3611, 3612, 3630

Instructional Technology. EDUC 2050

RESEARCH TOOLS. 12 hours

Applied Statistics (3 hours). PSY 2102 or higher numbered statistics course

Quantitative Research Methods (3 hours). EDUC 3911

Qualitative Research Methods (3 hours). EDUC 3912, 3921

Research Tool Electives (3 hours)

MAJOR. 48 hours

Content in Major Field. 27–33 hours

Curriculum Studies. *7–13 hours*  
Doctoral Dissertation (*8 hours*). EDUC 3990  
ELECTIVES. *9 hours*

### *Curriculum and Instructional Leadership Major*

MAJOR. *48 hours*  
Curriculum. *6 hours*  
EDUC 3611 and EDUC 3612 or 3630  
Instructional Leadership. *6 hours*  
EDUC 3650 and EDLS 3450 or 3530 or 3570 or 3571  
Content. *6 hours*  
*One of the following:* EDUC 3030, 3220; EDLS 3452  
Remaining content area courses selected according to students' backgrounds and professional goals.  
Practicum and/or Field Experiences. *3–6 hours*  
Doctoral Dissertation. *9 hours*

### *English Education Major*

MAJOR. *48 hours*  
Content. *27–33 hours including the following:*  
One course in linguistics, if previous study did not include such a course  
One course in reading if previous study did not include such a course (students preparing for work related to secondary education)  
One course in adolescent literature if previous study did not include such a course (students preparing for work related to secondary education)  
Appropriate 200- or 300-level courses

Note: Undergraduate and professional course work in the major should include a broad range of studies in literature, linguistics, composition and rhetoric, mass communications, speech and drama, and reading.

Curriculum and Practicum. *9–13 hours*  
ENED 3020, 3930  
*Courses from the following:* ENED 3030, 3260, 3890, 3900, 3940

Note: ENED 3910 is required for students preparing for positions at the junior college level.

Doctoral Dissertation (*8 hours*). ENED 3990

### *Mathematics Education Major*

MAJOR. *48 hours*  
Content. *21–27 hours including:* Math 261a–261b, 281a–281b, and 271  
Curriculum and Practicum. *12–19 hours including* MTED 3910, 3920  
*Courses from the following:* MTED 3890, 3900, 3930, 3940  
Doctoral Dissertation (*8 hours*). MTED 3990

### *Science Education Major*

MAJOR. 48 hours

Content. 27–33 hours. A student's undergraduate (200-level or above) or professional courses must include the following:

One year in three of the four basic science disciplines: biology, chemistry, physics, earth science

Three years in one of the above

Two years in a second of the above

Graduate study in one of the above

A course in the history or philosophy of science

Curriculum and Practicum. 7–13 hours

SCED 3300

*Courses from the following:* SCED 3890, 3900, 3930, 3940

Doctoral Dissertation (8 hours). SCED 3990

### *Social Studies Education Major*

MAJOR. 48 hours

Content. 27–33 hours. Undergraduate or professional course work in the major should include some depth in one or more of the following disciplines, plus a breadth of study across most of the fields: anthropology, economics, geography, history, political science, social psychology, sociology. The following distribution is required:

12 hours (200- or 300-level) in three of the above disciplines is required in the student's combined undergraduate and professional program

Curriculum and Practicum. SSED 3450 and 3480 or 3490

*Courses from the following:* SSED 3890, 3900, 3930, 3940

Doctoral Dissertation (8 hours). SSED 3990

## Graduate Degrees

### **Master of Science and Doctor of Philosophy**

The Graduate School through the department administers graduate programs leading to the M.S. and Ph.D. in education and human development with a specialization in teaching and learning. Students apply for admission to the Graduate School (see Graduate Degree Programs in the Degree Programs chapter).

## Teaching and Learning Courses

### Education

**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]

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**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]

**2115. Theory and Methods of Reading Instruction in Early Childhood Education.** Examines approaches, strategies, and methods that enhance reading acquisition in young children. Discusses underlying concepts and theories pertaining to reading instruction and relates these to the early childhood years. Corequisite: EDUC 2116 and EDUC 2117. [3]

**2116. Practicum in Teaching Early Childhood Reading and Language Arts.** Field experiences in a variety of early childhood centers or classroom settings designed to provide practical experience and reflection on the teaching of reading and the language arts. Corequisite: EDUC 2115 and EDUC 2117. [1]

**2117. Methods of Language Development and Beginning Reading in Early Childhood Education.** Introduction to strategies and materials useful in developing receptive and productive language abilities and concepts in young children, using formal and informal assessment techniques. Corequisite: EDUC 2115 and EDUC 2116. [3]

**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 observing children and analyzing their behavior 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 healthy environments with parental involvement. Policy, advocacy, disease prevention, and training uses are addressed. [3]

**2160. Practicum in Early Childhood Education Sciences.** Field experiences in a variety of early childhood centers or classroom settings designed to provide practical experience and reflection on the teaching of mathematics, science, and social studies. Corequisite: MTED 2160, SCED 2160, and SSED 2160. [1]

**2210. Practicum in Elementary Education.** Field experiences in a variety of school, grade level, and instructional settings, designed to integrate and apply teaching skills developed in the elementary social studies methods course. Corequisite: SSED 2210. [1]

**2215. Theory and Methods of Reading Instruction in Elementary Schools.** Examines approaches, strategies, and methods for teaching reading in elementary classrooms. Discusses underlying concepts and theories pertaining to literacy instruction and relates these to classroom practice. Although grounded in the philosophy that reading and writing are not discrete entities, the course focuses on reading. Corequisite: EDUC 2216 and EDUC 2217.

**2216. Practicum in Teaching Elementary Reading and Language Arts.** Field experiences in a variety of elementary classroom settings designed to provide practical experience and reflection on the teaching of reading and the language arts. Corequisite: EDUC 2215 and EDUC 2217. [1]

**2217. Language Arts in Elementary Schools.** The nature of language development in the elementary school years, and principles and practices for teaching the English language arts. Corequisite: EDUC 2215 and EDUC 2216. [3]

**2250. Practicum in Elementary Sciences.** Field experiences providing students an opportunity to integrate and apply teaching skills developed in the elementary mathematics, science, and social studies methods courses. Students are placed in a local elementary school classroom and are given opportunities to engage in classroom observations, curriculum planning and implementation, and guided reflective practice. Corequisite: MTED 2250, SCED 2250, and SSED 2210. [1]

**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: 2320 and a secondary methods course. [1]

**2340. Practicum in Secondary Education I.** Field experience in middle and secondary school settings. Designed for secondary education majors in their sophomore year. [1]

**2350. Practicum in Secondary Education II.** Field experience in middle and secondary school settings. Designed for secondary education majors in their junior year. [1]

**2360. Practicum in Secondary Education III.** Observation, participation, and teaching in middle and secondary school settings. Corequisite: a secondary methods course. [1]

**2430. Addressing Problems in Literacy Learning.** An analysis of multiple factors contributing to literacy problems students experience, and philosophies and principles of instructional practice designed to individualize instruction and support literacy development. Provides teaching experience within a school setting. Prerequisite: EDUC 2115, 2215, or equivalent. [3]

**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]

**3000. Internship in Teaching: Elementary.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. [6]

**3001. Internship in Teaching: Early Childhood Education.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. [6]

**3002. Internship in Teaching: Secondary.** Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. [6]

**3005. Internship Seminar: Elementary.** Seminar to accompany EDUC 3000. [1]

**3006. Internship Seminar: Early Childhood Education.** Seminar to accompany EDUC 3001. [1]

**3007. Internship Seminar: Secondary.** Seminar to accompany EDUC 3002. [1]

**3008. Internship/Induction Teaching.** Observation, participation, and teaching in graduate intern centers and/or schools. For students in internship/induction program. Post-baccalaureate equivalent of student teaching. May be repeated. [2-6]

**3009. Internship/Induction Seminar.** Seminar to accompany EDUC 3008. [1-2]

**3030. Sociology of the Classroom.** Examines sociological, cultural, and social psychological aspects of classroom settings, group processes, and influences of teaching and student learning. [3]

**3050. Advanced 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]

**3110. Psychological Foundations of Education.** (Also listed as PSY 334P) Emphasis on theories of human learning as they relate to design of instruction, educational practice, and human development at all age levels. [3]

**3140. Seminar in Teaching and Learning.** Seminar in theory and current practice in various content areas and at all levels of instruction, pre-school through college. Common seminar for graduate/professional students in the Department of Teaching and Learning. [3]

**3170. Analysis of Teaching.** Use of objective and unobtrusive evaluation procedures and methodologies in a variety of educational settings. Emphasis on theoretical base for qualitative and quantitative evaluation and methodologies. Experience given in collecting, processing, summarizing, and reporting data. [3]

**3200. Foundations of Early Childhood Education.** Examines historical, psychological, and social foundations in a broad survey of early childhood education. Analysis of current approaches and trends from the foundations perspective. [3]

**3210. Instructional Programs for Young Children.** Compares models of current interest in curriculum, materials, methods, and staff roles. Emphasis on curriculum design and the research base of program effectiveness. [3]

**3220. Parents, the School, and the Community.** (Also listed as EDLS 3270) Focuses on parent participation, parent education, and community involvement in school programs. Laboratory experiences in school settings will examine ecological influences and environmental transactions among the home, school, and community. [3]

**3230. Administration and Supervision of Early Childhood Programs.** Focus on the role of the administrator of programs for young children. Topics include selection, training, and supervision of staff; working with regulatory agencies, boards, funding sources, and parents; evaluation of program components; and exploration of administrative theory and practice related to early childhood programs. [3]

**3240. Seminar in Early Childhood Education.** Relevant research is identified, analyzed, evaluated, and used as the basis for formulating policies and program development guidelines. Prerequisite: two of the courses EDUC 3080, 3210, 3220; or consent of instructor. May be repeated for credit with change of topic. [3]

**3250. Advanced Seminar in Early Childhood Education.** Provides opportunity for students to explore and review critically the state of early childhood education, emphasizing research, theory, and policy making that bear on current practice. Intended primarily for post-master's degree students. [3]

**3270. Practicum in Elementary Language Arts.** Field experience in a variety of school, grade level, and instructional settings. Designed to integrate and apply teaching skills



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developed in the elementary education degree program. Must be taken with the graduate elementary education language arts block. May be repeated to a total of 3 hours. [1]

**3280. 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 graduate elementary education sciences methods block. May be repeated to a total of 3 hours. [1]

**3300. Trends and Issues in Elementary Education.** Advanced study of the major trends and current issues in elementary school practices, emphasizing the theory, research, and policy making effects. Opportunity provided for an in-depth study of issues of interest. [3]

**3310. Review of Research and Related Literature in Elementary Education.** Provides the opportunity for students to explore and critically review the research and related literature of school practices in elementary education. [3]

**3370. Advanced Diagnostic Teaching Procedures in Language and Literacy.** Study of issues on implementing diagnostic findings in reading K–12 and of alternative approaches in language and literacy instruction, emphasizing corrective instruction. Prerequisite: one course in developmental or remedial reading. [3]

**3380. Seminar in Language and Literacy Education.** Emphasis on current literacy research and topical issues. Designed to meet the needs of professional students with a major in language and literacy education. Prerequisite: EDUC 3390 or 3420. [1–3]

**3390. Literacy Development.** Survey of theories and approaches to developing reading and writing in school-based settings. In-depth discussion of research in the development of literacy, with an emphasis on the reading process. [3]

**3410. Guiding and Directing School Reading Programs.** Study of program development issues in reading. Intended for school administrators, supervisors, reading specialists and teachers of reading in elementary and secondary schools. [3]

**3415. Theory and Practice of Reading Education in Elementary Grades.** Survey of research and theory in reading education with a focus on research-based instructional practice. Intended only for master degree candidates who are seeking initial licensure. Corequisite: EDUC 3270. [3]

**3417. Theory and Practice of Language Arts Education in Elementary Grades.** Introduces curricular methods of teaching the language arts in elementary schools with emphasis on theoretical and research base for classroom practice. Intended for master degree candidates seeking initial licensure in elementary education or early childhood education. Corequisite: EDUC 3270. [3]

**3420. Literacy for Diverse and Special Needs Learners.** Emphasis on philosophies, principles, and procedures associated with approaches to literacy instruction for students experiencing problems with literacy development. Analysis of multiple factors and handicapping conditions contributing to literacy difficulties and how these affect diagnostic and instructional outcomes. Focus on methodologies for accommodating literacy problems in regular classrooms and special settings. [3]

**3430. Remedial Reading Practicum.** Students plan and conduct a remedial reading program for a student with serious reading problems. Pre- or corequisite: EDUC 3420. [2–4]

**3440. Issues and Trends in Reading Instruction.** A survey of issues and trends in reading, including topics such as reading in a pluralistic society, early reading, intervention strategies, appraisal, and measurement. [3]

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**3450. Psycholinguistic Aspects of Language and Literacy.** Designed to provide a theoretical base for evaluating recent developments in the field of language and literacy from a psycholinguistic perspective. [3]

**3460. Teaching and Learning the Language Arts: Theory and Research.** Provides in-depth study of theory and research on teaching and learning the language arts (reading, writing, speaking, and listening) and related literacies (e.g., art, drama). Special emphasis is given to writing development and the teaching of writing in the preschool and elementary years. [3]

**3470. Social Aspects of Language and Literacy.** Introduces social and cultural theories of language and literacy learning and teaching, and the research questions and methods associated with them. Includes study of sociocultural, sociolinguistic, semiotic, anthropological, and critical theory approaches to the study of literacy learning and use. [3]

**3480. Research Designs in Language and Literacy Education.** This course presents research and design issues by examining reasons for choosing respective techniques to answer different research questions in language and literacy. To this end, the course includes readings that present various research methods and designs that are appropriate for examining issues in literacy research. [3]

**3500. Seminar on Teaching and Schools.** An introduction to schools, classrooms, teaching, and the nature of students and learning. Intended for master's degree students who are in the early stages of preparing for licensure as early childhood, elementary, or secondary school teachers. [3]

**3510. Advanced Teaching in Secondary Schools.** Exploration of teacher decision-making regarding classroom climate, curriculum, and classroom management in secondary schools. A practicum in secondary schools is included. [3]

**3611. Curriculum Foundations: Exploration of Educational Belief Systems and Learning Environments.** Critical analysis of educational belief systems and decision-making processes, practices found in schools and other learning environments, and creation of a curricular frame of reference. [3]

**3612. Curriculum Development: Designing and Constructing Responsive Curricula.** Examining and creating outstanding curriculum practices. Emphasis on understanding processes for development. [3]

**3621. Curriculum Design for Elementary School Programs.** Examines various programs with focus on processes, concepts, and components that foster effective program development. Clinical experiences. [3]

**3623. Curriculum Design for Secondary School Programs.** Examines various programs with focus on processes, concepts, and components that foster effective program development. Clinical experiences. [3]

**3630. Exploration, Analysis, and Appraisal of Curriculum Theory, Research, and Experimentation.** Emphasis on assumptions, implications, impact, and assessment as related to curricular change and teacher/learner practices at all educational levels. [3]

**3641. Curriculum Strategies for Supervision, Staff Development, and Educational Change.** Processes, structures, and procedures that facilitate inservice instructional improvement. Designed for teachers, administrators, counselors, supervisors, curriculum directors, agency leadership personnel, and other members of the helping professions. [3]

**3650. Administrative and Supervisory Roles in Curriculum Design and Implementation.** Explores the purpose of administration, the supervisory process, the role of the administrator in designing programs, and strategies for curriculum design and implementation. [3]

**3800. Classroom Technologies: Theory and Applications Development.** Examines some of the theoretical principles on which classroom technologies are based. The roles of these technologies in classroom settings are examined and students gain expertise in developing and implementing these technologies. Prerequisite: Basic computer literacy. [3]

**3850. Seminar on Instructional Technology.** Examines advanced uses of technology for instruction. Computer based systems as well as video and hypermedia will be topics for discussion and project development. Previous microcomputer experience required. Prerequisite: EDUC 2050 or consent of instructor. [3]

**3890. Individual Study in Education.** Semi-independent study on selected topics in education. May be repeated. Consent of instructor required. [1-3]

**3900. Special Topics in Education.** Explores special issues or topics related to education. May be repeated. [1-6]

**3911. Methods of Educational Research: Quantitative.** Develops understandings of skills, principles, and techniques used in quantitative educational research. Approaches these topics under three headings: (1) identifying "good" research questions, (2) planning and designing a study to answer those questions, and (3) analyzing, interpreting, and presenting the results in a manner that contributes to knowledge and practice in education. [3] (Recommended for advanced doctoral students)

**3912. Methods of Educational Research: Qualitative.** Covers issues and strategies involved in collection and analysis of qualitative data. Focuses on the assumptions and related research techniques of qualitative research, framed by the post-positivist paradigm (i.e., naturalistic inquiry, ethnography). [3] Recommended for advanced doctoral students)

**3921. Ethnographic and Qualitative Research in Education.** This course provides in-depth knowledge of and skill with ethnographic and qualitative research theory and methods as applied to educational issues. This is the first of a two-course sequence. [3]

**3922. Ethnographic and Qualitative Research in Education.** This course provides in-depth knowledge of and skill with ethnographic and qualitative research theory and methods as applied to educational issues. This is the second of a two-course sequence. [3]

**3930-3934. Research in Education.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

3930. Research in Education.

3931. Research in Early Childhood Education.

3932. Research in Elementary Education.

3933. Research in Language and Literacy Education.

3934. Research in Curriculum Development.

**3940-3944. Field Experiences in Education.** Individual or group opportunities for observation or other activities in a field setting, arranged by the student and the supervising professor with a local school system or other educational agency. Consent of faculty supervisor required. May be repeated. [1-6]

3940. Field Experiences in Education.

3941. Field Experiences in Early Childhood Education.

3942. Field Experiences in Elementary Education.

3943. Field Experiences in Reading Education.

3944. Field Experiences in Curriculum Development.

**3950–3954. Practicum in Education.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1–6]

3950. Practicum in Education.

3951. Practicum in Early Childhood Education.

3952. Practicum in Elementary Education.

3953. Practicum in Reading Education.

3954. Practicum in Curriculum Development.

**3960–3964. Internship in Education.** Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1–12]

3960. Internship in Education.

3961. Internship in Early Childhood Education.

3962. Internship in Elementary Education.

3963. Internship in Reading Education.

3964. Internship in Curriculum Development.

**3970. Master's Thesis in Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–6]

**3990. Doctoral Dissertation.**

## English Education

**2000. Exploring Literature for Children.** Explores characteristics of good literature for children ages birth–12, authors and illustrators of the genre, and issues in the area of children's literature. [3]

**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 populations. [3]

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

**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]

**3000. Teaching Literature in the Preschool and Elementary Classrooms.** Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [3]

**3020. Teaching Composition in the Secondary School and College.** Examines the objectives, organization, content, methods, and special problems of teaching composition in the secondary school and college. [3]

**3030. Teaching Literature in the Secondary School and College.** Examines the objectives, organization, content, methods, and special problems of teaching literature in the secondary school and college. [3]

**3040. Perspectives on the English Language.** Introduction to English linguistics and to public and school issues related to the subject. For teachers and prospective teachers of English/language arts. [3]

**3100. English Education Theories and Practices.** Explores theories and methods for teaching the English language arts in secondary schools with an emphasis on the teaching of composition. Corequisite: EDUC 2330. [3]

**3220. Theory and Research in Composition Education.** The study of the composition theory and research applied to education that informs teachers and researchers of writing practice and instruction at all levels. [3]

**3230. Theory and Research in Literature Education.** The study of literature theory and research applied to the education that informs teachers and researchers of literature learning and instruction at all levels. [3]

**3400. Teaching Reading in the Content Areas.** Study of approaches to improving reading instruction in middle and secondary schools. [3]

**3500. Advanced Study of Literature for Children.** Explores a variety of current topics relevant to the study of children's literature for students who already have had a solid introduction to the field. [3]

**3890. Individual Study in English Education.** Semi-independent study of selected topics in English education. Consent of supervising instructor required. May be repeated. [1-3]

**3900. Special Topics in English Education.** Exploration of special topics related to English education. May be repeated with change of topics. [1-3]

**3930. Research in English Education.** Individual program of research in English education. Consent of supervising instructor required. May be repeated. [1-6]

**3940. Field Experience in English Education.** Individual or group opportunities for observations or other activities in a field setting, by arrangement between a local school system or other educational agency, the student, and the supervising instructor. Consent of supervising instructor required. May be repeated. [1-6]

**3960. Internship in English Education.** Supervised on-site experience in a professional role. Interns serve as teachers, research associates, aides, or other members of professional teams. Consent of major professor required. [1-12]

**3970. Master's Thesis in English Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-6]

**3990. Doctoral Dissertation.**

## 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

**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

**2160. Teaching Mathematics for Young Children.** This course is the second in a sequence of courses designed for those students who wish to become licensed to teach grades pre-K through four. The course deals with issues of both content and pedagogy that are relevant to these grades. Corequisite: SCED 2160, SSED 2160, and one hour of EDUC 2160. Prerequisite: MTED 2100. [2]

**3250. Advanced Teaching of Mathematics in the Elementary School.** Foundations of elementary school mathematics and pedagogy for teaching this content will be examined. Problem solving, mathematical modeling, the language of mathematics, instructional techniques, and ways in which children learn mathematics will be emphasized. [3]

**3360. Advanced Teaching of Mathematics in Secondary Schools.** A study of teaching and learning mathematics in middle and secondary schools with particular emphasis on the theoretical and research bases for classroom practice. Examines pedagogies that increase student understanding with particular emphasis on such secondary school mathematics topics as: functions, the arithmetic to algebra transition, geometry, spatial thinking, problem-centered learning, proof, history of mathematics and its relationship to other fields. Intended only for master's degree candidates seeking initial licensure. Corequisite: EDUC 2330. [3]

**3810. Cognitive Theories of Mathematics Learning.** Examines the research literature on mathematical learning at the elementary and secondary levels. Considers both the epistemological assumptions and implications of information-processing theories, situated cognition, activity theory, and constructivism. [3]

**3840. Social and Cultural Aspects of Mathematics Education.** Examines the research literature on the social and cultural aspects of mathematics learning and teaching at the elementary and secondary levels. Considers the coordination of psychological and social perspectives in mathematics education and deals with the implications for the development of instructional activities. [3]

**3890. Individual Study in Mathematics Education.** Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor required. [1–3]

**3900. Special Topics in Mathematics Education.** Seminars, conferences, workshops, or field activities focused on current issues in mathematics education. May be repeated. [1–6]

**3910. Investigations in the Teaching of Elementary School Mathematics.** Study of current issues and research in mathematics education at the elementary school level. Emphasis on application to classroom instruction. [3]

**3920. Investigations in the Teaching of Secondary School Mathematics.** Research in literature of mathematics education at the secondary school level. [3]

**3930. Research in Mathematics Education.** Individual program of research in mathematics education. Consent of supervising instructor required. May be repeated. [1–6]

**3940. Field Experiences in Mathematics Education.** Individual or group opportunities for observations or other activities in a field setting, by arrangement between a local school system or other educational agency, the student, and the supervising instructor. Consent of supervising instructor required. May be repeated. [1–6]

**3960. Internship in Mathematics Education.** Supervised on-site experience in a professional role. Interns serve as teachers, research associates, aides, or other members of professional teams. Consent of major professor required. [1–12]

**3970. Master's Thesis in Mathematics Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–6]

**3990. Doctoral Dissertation.**

## Science Education

**2160. 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 2160, SSED 2160, or one credit of EDUC 2160. [2]

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

**3250. Advanced Teaching of Science in Elementary Schools.** A study of theory, research, issues, trends, and modern approaches of teaching science in elementary schools. Competencies that reflect effective science teaching practices will also be developed. [2]

**3300. Investigations and Trends in Science Education.** Survey of trends in science teaching and science curricula at the middle school and senior high school level. Emphasis on philosophies, teaching strategies, materials, and research associated with current curriculum practices. [3]

**3370. Advanced Teaching of Science in Secondary Schools.** A study of theory, research, issues, curriculum approaches, trends, and modern approaches to teaching science in secondary schools. Competencies that reflect effective science teaching practices will also be developed. Corequisite: EDUC 2330 and SCED 2380. [3]

**3400. Philosophy of Science and Teaching.** Examines how the historical and epistemological foundations of the structure of knowledge can be applied to the design and evaluation of curriculum, instruction, and assessment models. Prerequisite: Phil 244, a course in cognitive psychology, or permission of the instructor. [3]

**3890. Individual Study in Science Education.** Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1–3]

**3900. Special Topics in Science Education.** Exploration of a special topic related to science education. May be repeated. [1–6]

**3930. Research in Science Education.** Individual program of research in science education. Consent of supervising instructor required. May be repeated. [1–6]

**3940. Field Experience in Science Education.** Individual or group opportunities for observations or other activities in a field setting, by arrangement between a local school system or other educational agency, the student, and the supervising instructor. Consent of supervising instructor required. May be repeated. [1–6]

**3960. Internship in Science Education.** Supervised on-site experience in a professional role. Interns serve as teachers, research associates, aides, or other members of professional teams. Consent of major professor required. [1–2]

**3970. Master's Thesis in Science Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–6]

**3990. Doctoral Dissertation.**

## Social Studies Education

**2210. 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 2160, SCED 2160, and one credit of EDUC 2160. [2]

**3250. Advanced Teaching of Social Studies in Elementary Schools.** A study of theory, research, issues, trends, and modern approaches of teaching social studies in elementary schools. Competencies that reflect effective social studies teaching practices will also be developed. [2]

**3390. Advanced Teaching of Social Studies in Secondary Schools.** A study of theory, research, and practice in secondary level social studies. Students will examine multiple and conflicting purposes of social studies instruction and develop curricular models and pedagogical strategies for effective practice. Competencies that reflect effective social studies teaching practices will be developed. Corequisite: EDUC 2330. [3]

**3450. Trends in Social Studies Education.** Study of recent curricular developments in social studies programs of schools and colleges, with limited attention to their historical antecedents. Emphasis on the curriculum leadership role as related to social studies programs. [3]

**3480. Investigations in Elementary School Social Studies.** Seminar on current theory, curriculum, methodology, and research in elementary social studies with emphasis on application to the classroom. [3]

**3490. Investigation in Secondary School Social Studies.** Seminar on current theory, curriculum, methodology, and research in secondary social studies with emphasis on application to the classroom. [3]

**3890. 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]



**3900. Special Topics in Social Studies Education.** Explores special topics related to social studies education. May be repeated. [1–6]

**3930. Research in Social Studies Education.** Individual program of research in social studies education. Consent of supervising instructor required. May be repeated. [1–6]

**3940. Field Experiences in Social Studies Education.** Individual or group opportunities for observations or other activities in a field setting, arranged by the student and the supervising instructor with a local school system or other educational agency. Consent of supervising instructor required. May be repeated. [1–6]

**3960. Internship in Social Studies Education.** Supervised on-site experience in a professional role. Interns serve as teachers, research associates, aides, or other members of professional teams. Consent of major professor required. [1–12]

**3970. Master's Thesis in Social Studies Education.** Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–6]

**3990. Doctoral Dissertation.**



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- PATRICIA ARNOLD, Associate Professor of the Practice of Human Development  
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