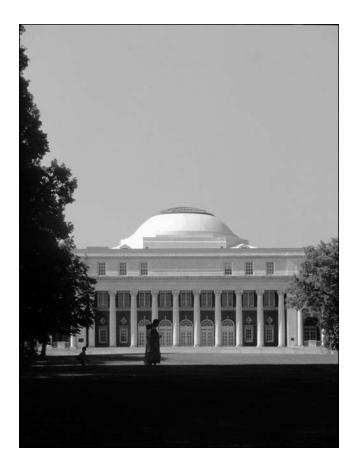# Peabody College

Peabody College

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Vanderbilt
University
2005/2006

Containing general information
and courses of study
for the 2005/2006 session
corrected to 1 July 2005
Nashville

The University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this bulletin and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the University. All students, full- or part-time, who are enrolled in Vanderbilt courses are subject to the same policies.

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

Contents

Calendar 2005/2006

FALL SEMESTER 2005

Classes begin / Wednesday 24 August
Homecoming / Saturday 15 October
October Break / Monday 24 October–Tuesday 25 October
Thanksgiving holidays / Saturday 19 November–Sunday 27 November
Classes end / Thursday 8 December
Reading days and examinations / Friday 9 December–Saturday 17 December
Fall semester ends / Saturday 17 December

SPRING SEMESTER 2006

Classes begin / Wednesday 11 January
Spring holidays / Saturday 4 March–Sunday 12 March
Classes end / Tuesday 25 April
Reading days and examinations / Wednesday 26 April–Thursday 4 May
Commencement / Friday 12 May

Education and Human Development at Vanderbilt

Peabody College is Vanderbilt University's college of education and human development and a national leader among graduate schools of education. The college, embodied in its faculty and students, constitutes a vibrant intellectual community dealing with pressing questions and expanding knowledge about education, including special education; psychology, especially focused on families and children; the development of individuals, organizations, and communities; and education administration, leadership, and policy. Peabody seeks to educate highly skilled professionals from diverse backgrounds, for organizations both in and out of education, who share a deep concern for the human condition. Most academic programs include a strong practice orientation. The college offers the following professional degrees: Master of Education (M.Ed.), Master of Public Policy (M.P.P.), and Doctor of Education (Ed.D.). The Vanderbilt University Graduate School, through Peabody departments, offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.).

Peabody enrolls more than 600 graduate or professional students and more than 1,100 undergraduates. The full-time teaching faculty numbers 127. Many faculty members are nationally recognized for their research, while others serve as editors of scholarly journals and leaders of professional organizations. Nine faculty members hold named, endowed professorships. The faculty is organized into five departments: Human and Organizational Development; Leadership, Policy and Organizations; Psychology and Human Development; Special Education; and Teaching and Learning.

A research institution, Peabody disseminates findings through dynamic partnerships with K-12 schools, higher education peers, government, and nonprofit organizations, as well as through its 30,000 graduates. Faculty and students at Peabody engage in a broad spectrum of basic and applied research to generate new knowledge and translate that knowledge into practice. Current research findings inform classroom teaching at Peabody in every program. Moreover, Peabody faculty members bring an interdisciplinary and entrepreneurial spirit to the research enterprise. Working collaboratively, often through one of the college's research centers, faculty and students publish and present their findings, apply them in real-world settings, and help to shape the public debate about the nature and future of education and human development.

Peabody College traces its lineage to Davidson Academy, organized in 1785, ten years before the state of Tennessee was founded. 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. Five presidents served the College after 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. In 1979, George Peabody College for Teachers merged with Vanderbilt University.

Research Centers and Outreach Programs

Center for Community Studies

The Center for Community Studies is dedicated to strengthening human community. The center is multidisciplinary, comprising psychologists, anthropologists, sociologists, and other social scientists with decades of experience in community development, community organizing, and community building. Center efforts include research, dissemination, outreach and capacity-building components. The scope of the center's work is international as well as domestic.

Center for Evaluation and Program Improvement (CEPI)

The Center for Evaluation and Program Improvement (CEPI) was established in 1986 as the Center for Mental Health Policy housed in the Vanderbilt Institute for Public Policy Studies of Vanderbilt University. The center moved to Peabody in 2004. Originally focused on child, adolescent and family mental health services research, in recent years the center has broadened its perspective to include program evaluation and program improvement in additional areas. While still maintaining an emphasis on mental health, the center currently has projects in the fields of health and education.

Classroom Organization and Management Program (COMP)

COMP's primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. The program also seeks to improve student task engagement and reduce inappropriate and disruptive behavior through well-planned academic tasks and activities.

Family-School Partnership Lab

The Family-School Partnership Lab is dedicated to the scientific investigation of the reciprocal relationships among families, schools, and children. Center investigators conduct empirical r esearch to test the Hoover-Dempsey & Sandler model of parental involvement, while working to establish common ground among researchers studying parental involvement, generally.

IRIS Center

The IRIS Center for Faculty Enhancement was designed in r esponse to a request from the U.S. Department of Education's Of fice of Special Education Programs. This national ef fort, serving college faculty working in pre-service preparation programs, aims to ensur e that general education teachers, school administrators, school nurses, and school counselors ar e well prepared to work with students who have disabilities and with their families. IRIS is the nation's only faculty enhancement center established for this purpose.

Leadership Development Center

The Leadership Development Center seeks to pr epare educational leaders who can cr eatively and courageously pr opel learning and teaching. Working in partnership with the school systems, the center trains school leaders to understand and apply best pr ofessional practices, concepts, and values.

Learning Sciences Institute

The Learning Sciences Institute is a Vanderbilt University-wide organization dedicated to stimulating and supporting r esearch and develop - ment in the learning sciences. The LSI brings together inter disciplinary teams of faculty and students to addr ess basic and applied learning sci - ences in ways that cr eate new knowledge, foster the development of the science of teaching, impr ove preK-16 education, and enhance the quality of undergraduate, graduate, and faculty learning. The institute's work extends beyond the usual university focus on r esearch and development to explore how results can best be used in society, especially in institutions of formal and informal education as well as the world of work.

National Research & Development Center on School Choice

The National Research & Development Center on School Choice aims at conducting scientific, compr ehensive, and timely investigation on the individual and systemic effects of school choice and competition. The center will assume national intellectual leadership in coor dinating efforts of

multiple disciplines, methodologies, and substantive issues that are associated with the design, implementation, and effects of school choice.

Peabody Center for Education Policy

The Peabody Center for Education Policy (PCEP) was founded in 1994 as a research and development agency devoted to understanding and advancing education reform in multiple contexts. PCEP is engaged in academic research, policy development, and capacity-building focused on education finance and accountability, at local, state, national and international levels. Its approach is multi-disciplinary in nature and draws from various social science traditions to more fully understand the design, implementation, effects, and implications of education policy across K-12 and higher education arenas. Its research findings have been used to redesign state school funding systems, to improve urban school governance, and to implement institutional change in higher education systems.

Principals Leadership Academy of Nashville

Administered through the Leadership Development Center, the Principals Leadership Academy of Nashville is a joint undertaking of Peabody College, the Nashville Public Education Foundation, Metropolitan Nashville Public Schools, and the Nashville Area Chamber of Commerce. The academy develops educational leaders for the Nashville school system who are creative and courageous professionals capable of encouraging the best practices in teaching and learning.

Susan Gray School for Children

The Susan Gray School for Children is an inclusive early childhood education program serving young children with and without disabilities, on site and in the community.

The mission of the Susan Gray School is to provide high-quality services to children, families, and the community; to help train university students who plan to be teachers, health care providers, therapists, and researchers; to facilitate research; and to demonstrate high-quality early childhood education and special education practices.

Vanderbilt Kennedy Center for Research on Human Development

The Vanderbilt Kennedy Center is one of fourteen national centers for research on mental retardation and related aspects of human development. Its primary mission is to better understand human development, to prevent and solve developmental problems, and to enable persons with

developmental disabilities to lead fuller lives. The Kennedy Center is a University-wide center with institutional support shared by Peabody College, the School of Medicine, and the College of Arts and Science.

Peabody Journal of Education

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

Facilities

Libraries

"We often tend to think of a library simply as a collection of books. What we sometimes forget is that a library is a place of interaction, where the minds of students and faculty collide with other minds r emoved in time and place." —*Chancellor Emeritus Alexander Heard*

The Jean and Alexander Heard Library is one of the important r esearch libraries in the Southeast, with mor e than 3.0 million volumes in nine libraries. Most materials are shelved in open stacks and ar e available to students and faculty thr ough Acorn, the library's online catalog. The Hear d Library Web site also provides access to a growing number of full-text journals, as well as indexes and other r esearch resources, and is accessible r emotely via the campus network and from workstations in each library.

The divisions of the Heard Library include:

Annette and Irwin Eskind Biomedical Library
Central Library (contains resources in the social sciences and humanities)
Divinity Library
Alyne Queener Massey Law Library
Walker Management Library
Anne Potter Wilson Music Library
Peabody Library
Sarah Shannon Stevenson Science and Engineering Library
Special Collections and University Archives

The Peabody Library on the east campus holds materials in the fields of education, psychology r elated to education, special education, child study, human r esources, library and information science, literatur e for children and adolescents, and curriculum materials. A subscriber to the ERIC (Educational Resour ces Information Center) service, this library houses and services a collection of ERIC micr ofiche copies of reports and

documents in the field of education. Online computer sear ches 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 Peabody 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.

For more information about library collections, facilities, and services, see the library's portal, *www.library.vanderbilt.edu.*

Information Technology Services

Information Technology Services (ITS) of fers voice, video, data, and computing services to Vanderbilt students, faculty, and staff.

ITS maintains and supports VUnet, the campus-wide data network that provides access to the Internet, as well as VUnetID, which enables V anderbilt users to identify themselves to certain services on VUnet. Services currently authenticated by VUnetID include OASIS, the University's course registration system; Online Access to Knowledge (OAK); VUmail, the University's e-mail system; and VUspace, the University's network file system. VUmail now includes VUmailguard, designed to protect your e-mail from viruses, unwanted mail (spam), and high-risk attachments.

ResNet provides all campus r esidences with dir ect connection to VUnet, the University's computer network. ResNet also pr ovides phone and television ports.

ITS maintains the campus phone (voice) network, providing a personal phone line to each r esident student. Optional services include voice mail and low-cost long distance calls from campus (V-net).

Vanderbilt provides a legal, safe, inexpensive, and easy way to explore and share music via VUmix, a partnership with Napster Music Services. See *www.vanderbilt.edu/vumix* for details.

For more information on ITS services, visit *its.vanderbilt.edu.*

The ITS Help Desk pr ovides information to students, faculty, and staff about VUnet and VUnet services. Help Desk locations, hours, contacts, and other information can be found at *www.vanderbilt.edu/helpdesk.*

For more information on computing at V anderbilt, visit *www.vanderbilt .edu/technology.*

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 more than 2,400 full-time members and a diverse student body of more than 11,000. 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 330-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, parklike setting of broad lawns, shaded paths, and quiet plazas.

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.
Law School.   Doctor of Jurisprudence, Master of Law.
School of Medicine.   Doctor of Audiology, Doctor of Medicine, Master of Laboratory Investigation, Master of Medical Physics, Master of Public Health, Master of Science in Clinical Investigation.
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, Master of Public Policy, 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 30033; Telephone number 404-679-4500) 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

VANDERBILT 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.

Graduate Student Council

The Graduate Student Council, consisting of one student representative from each graduate program, serves to ascertain graduate student opinion and communicate it appropriately. The council and its committees are available to students and members of the administration and faculty for consultation regarding matters concerning the Graduate School and the graduate student body. The council also provides the Graduate Honor Council, which hears any cases involving graduate students and protects the compact with the University. The Graduate Student Council co-sponsors seminars related to graduate student education and serves as a volunteer organization, collecting clothes, food, and toys for various community programs and allowing graduate students to volunteer a little time out of a busy schedule. Finally, the council organizes many graduate student social functions.

Housing Facilities

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a Web-based off-campus referral service (*https://apphost1.acis .vanderbilt.edu/off_campus_referral*). The referral service lists information on housing accommodations off campus. 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 or consult the Web site by early July for suggestions and guidance. The Web site includes advertisements by landlords looking specifically for Vanderbilt-affiliated tenants, as well as by Vanderbilt students looking for

roommates. Listings are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also post "wanted" ads seeking roommate or housemate situations. On-campus University housing for graduate or professional students is not available.

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. To change or update addresses, go to *www.vanderbilt.edu/students.html*, then click on *Address Change* under *Student Services*.

The Commodore Card

The Commodore Card is the Vanderbilt student ID card. It can be used to access debit spending accounts, VU meal plans, and campus buildings such as residence halls, libraries, academic buildings, and the Student Recreation Center.

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m., and Tuesdays until 7:00 p.m.

For more information, see the Web site at *http://thecard.vanderbilt.edu*.

Eating on Campus

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. The largest dining facility is Rand Dining Center behind the Sarratt Student Center, serving breakfast, lunch, and dinner, Monday through Friday, and brunch and dinner on Saturday and Sunday. Six convenience stores on campus offer grab-and-go snacks, beverages, and groceries. Three of the stores have hot food and made-to-order items. All units accept the Commodore Card, cash, or checks. For more information, visit the Web site at *www.vanderbilt.edu/dining*.

Obtaining Information about the University

Notice to current and prospective students: In compliance with applicable state and federal law, the following information about Vanderbilt University is available:

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the Colleges and Schools on the Vanderbilt University Web site at *www.vanderbilt.edu/catalogs*. A paper copy of the *Undergraduate Catalog* may be obtained by writing the Vanderbilt University Bookstore, Rand Hall, 2301 Vanderbilt Place, Nashville, TN 37240 or by calling (615) 322-2994. Paper copies of the catalogs for the graduate and professional schools may be available from the individual schools.

Information about financial aid for students at V anderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University Web site at *www.vanderbilt.edu/FinancialAid/index.html*. The Office of Student Financial Aid is located at 2309 W est End Avenue, Nashville, TN 37203-1725, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University Web site at *http://virg.vanderbilt.edu /virg/option1/virg1_flash.htm*. Select "Factbook," then "Student Profile," then "Retention Rates." Paper copies of information about graduation rates may be obtained by writing the Of fice of the University Registrar , Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, TN 37203-5721 or by calling (615) 322-7701.

The annual *Security at Vanderbilt* report on University-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt University Police Department on the University Web site at *http://police.vanderbilt.edu/secatvu.htm*. A paper copy of the report may be obtained by writing the V anderbilt University Police and Security Office, 2800 Vanderbilt Place, Nashville, TN 37212 or by calling (615) 343-9750. For more information, see "Vanderbilt Police Department" below.

A copy of the annual *Equity in Athletics Disclosure Act Report* on the Vanderbilt University athletic pr ogram participation rates and financial sup - port data may be obtained by writing the V anderbilt University Office of Athletics Compliance, 2601 Jess Neely Drive, P .O. Box 120158, Nashville, TN 37212 or by calling (615) 322-4727.

Information about your rights with r espect to the privacy of your educa - tional records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University Web site at *www.registrar.vanderbilt.edu/academicrec/privacy.htm*. Paper copies of this information about educational r ecords may be obtained by writing the Office of the University Registrar , Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, TN 37203-5721 or by calling (615) 322-7701. For more information, see "Confidentiality of Student Recor ds" below.

Services to Students

Confidentiality of Student Records (Buckley Amendment)

Vanderbilt University is subject to the pr ovisions of federal law known as the Family Educational Rights and Privacy Act (also r eferred to as the Buckley Amendment or FERPA). This act affords matriculated students cer- tain rights with respect to their educational records. These rights include:

The right to inspect and review their education r ecords within 45 days of the day the Uni - versity receives a r equest 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 the student's 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 University law enforcement personnel and health staff); a person or company with whom the University has contracted; a member of the Board of Trust; or a student serving on an official University committee, such as the Honor Council, Student Conduct Council, or a 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, addresses, telephone number, e-mail address, student ID photos, 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 new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. 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. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the University has failed to comply with the Buckley Amendment, he or she 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, a student 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 the General Counsel.

Vanderbilt Directory Listings

Individual listings in the online *People Finder Directory* consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. The printed *Vanderbilt Directory* also contains these items unless the student blocks them by September 1 using the update option of the *People Finder Directory*. Student listings in the *People Finder Directory* are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their *People Finder* listings available to the general public (viewable by anyone with access to the Internet), of adding additional contact information such as cellular phone, pager, and fax numbers, and of blocking individual directory items or their listing in its entirety. Students who have placed a directory hold with the University Registrar will not be listed in the online directory. To avoid being listed in the printed directory, the request for a directory hold must be on file prior to September 1.

Directory information should be kept current. Students may report address changes via the Web by going to *www.vanderbilt.edu/students.html* and clicking on *Address Change* under *Student Services*.

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to full-time students, faculty, staff, and their partners and dependents. Services include: 1) family, couples, individual, and group counseling and psychotherapy; 2) psychological and educational assessment; 3) career assessment and counseling; 4) programs such as assertiveness training; marital communication; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; 5) administration of national testing programs; 6) outreach and consultation; 7) special programming related to diversity issues; 8) campus speakers and educational programs.

Eligible persons may make appointments by visiting the Psychological and Counseling Center or by calling (615) 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, *www.vanderbilt.edu/pcc.* The site also contains self-reflection questions and information resources for counseling services.

Career Center

The Vanderbilt Career Center helps students of Vanderbilt University develop and implement career plans. This is accomplished by offering a variety of services and educational programs that help students determine career options, learn job search skills, gain career-related experience, and connect with employers.

Services include individual career advising, career resource center, graduate and professional school services, career-related seminars and workshops, resume consultation, video interview training, internship information service, career fairs, campus interviews, credentials services offered through Interfolio, part-time and full-time job listings, and resume referrals. For detailed information about the Career Center, visit the Web site at *www.vanderbilt.edu/career*, or visit our office at 310 25th Avenue South, Suite 220.

Student Health Center

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building 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-seeking 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; 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.

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 8:00 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summer. Students should call ahead to schedule appointments, (615) 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 (615) 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 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department triage staff. More information is available on the Web (*www.vanderbilt.edu/student_health*).

Student Accident and Sickness Insurance Plan

All degree-seeking students registered for 4 or more credit hours or actively enrolled in research courses that are designated by Vanderbilt University as full-time enrollment are required to have adequate health 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 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 August 12 until August 12 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 complete an online waiver form through the Office of Student Accounts (*www.vanderbilt.edu/stuaccts*) or via the insurance company (*www.kosterweb.com*) indicating the other insurance information. This process must be completed by August 1 for new and returning students enrolling in the fall for annual coverage. Newly enrolled students for the spring term must complete the online waiver process by January 1. The online waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Accident and Sickness Insurance Plan.

Family Coverage.   Students who want to obtain coverage for their families (spouse, children, or domestic partner) may secure application forms by contacting the on-campus Student Insurance representative, (615) 343-4688. Additional premiums are charged for family health insurance coverage.

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.

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.

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.

Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Assistant Director for Disability Programs, Opportunity Development Center, VU Station B #351809, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; *www.vanderbilt.edu/odc/.*

Vanderbilt Police Department

The Vanderbilt University Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community.

The Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, and a variety of University-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as "Special Police Officers," through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Police Department includes a staff of more than 100 people, organized into two divisions: operations and administration. All of Vanderbilt's commissioned officers have completed officer training at a state certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. The department also employs non-academy-trained officers for security-related functions and as part-time student security officers.

The Police Department has several services and programs in place to help protect and educate the Vanderbilt community.

Vandy Vans—The Police Department administers the Vandy Vans escort system at Vanderbilt University. The main component of the system is a van service that provides vehicular escorts to designated locations on campus. The van service consists of two vans that operate from dusk to 2:00 a.m. (5:00 a.m. on Saturday and Sunday mornings).

One van makes a continuous loop around campus, taking approximately thirty minutes, making the following ten stops: Police Headquarters, Lupton dormitory at Branscomb Quad, 24th Avenue between Carmichael Towers East and West, Kissam Quad at Hemingway, Wesley Place Garage, Hill Student Center, North Hall, the Blair School of Music, Highland Quad at Morgan Circle, and McGugin Center.

A second van runs an express route stopping at the following locations: Lupton dormitory at Branscomb Quad, Kissam Quad at Hemingway, North Hall, and Highland Quad at Morgan Circle.

Stops were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk students from their stop to their final destination. A van is also accessible to students with mobility impairments.

As a supplement to the Vandy Vans escort system, walking escorts are available for students walking to and from any location on campus during the nighttime hours. Walking escorts are provided by VUPD officers. The telephone number to call for a walking escort is (615) 421-8888 (off campus) or 1-8888 (on campus).

Emergency Phones—More than 100 emergency telephones are located throughout the University campus and Medical Center parking areas. Using one of these phones will connect the caller directly to the Police Communications Center. An open line on any emergency phone will activate an emergency response from an officer.

Lost and Found—Recovered property may be turned in at any time to the Police Department. Inquiries about lost items may be made by contacting VUPD's Lost and Found Office, Monday through Friday, 8:30 a.m. to 4:00 p.m. The telephone number is (615) 343-5371.

The Office of Crime Prevention for the Police Department offers several programs and services to the Vanderbilt community. It includes a variety of topics including sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. For further information on available programs and services, call (615) 322-2558 or e-mail *crimeprevention.atwood@vanderbilt.edu*.

Additional information on security measures, programs and services, and crime statistics for the Vanderbilt community is available from the Police Department, 2800 Vanderbilt Place, Nashville, TN 37212. Information is also available at *http://police.vanderbilt.edu*.

Campus Security Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act, Vanderbilt University will provide you, upon request, an annual Security Report on University-wide security and safety, including related policies, procedures, and crime statistics. A copy of this report may be obtained by writing or calling the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. You may also obtain this report on the Web site at *http://police.vanderbilt.edu/secatvu.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 located in the Wesley Place Garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at *www.vanderbilt.edu/traffic_parking/*.

Bicycles must be registered with the VU Police Department.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides educational and cultural programming on the African and African American experience for the Vanderbilt and Nashville communities. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt (in 1953), Bishop Joseph Johnson (B.D., '54; Ph.D., '58). The center represents one of Vanderbilt's numerous efforts at acknowledging and promoting diversity.

One of the center's aims is to foster an understanding of the values and cultural heritage of people of African descent worldwide. In this regard, the center serves as a resource for information on African and African American life and culture. Symposia, lectures, musical performances, art exhibitions, audiovisual materials, and publications on the African and African American experience provide a broad spectrum of activities for the University and the general public. The center also provides an office space for the *Afro-Hispanic Review*, which is edited by Vanderbilt faculty and graduate students.

Another of the center's aims is student support. The center does this by providing a meeting space for numerous Vanderbilt student groups. Additionally, center staff members advise campus student organizations on a range of projects. The center promotes student recruitment by hosting various pre-college groups and efforts. One additional goal of the center is community outreach and service. To this end, the center sponsors a Community Speakers Series designed to bring community leaders to campus for talks and forums. The center reaches out to civic and cultural groups and works cooperatively with them. The BJJBCC also provides space for tutoring sessions and mentoring activities for young people from Metro Nashville Public Schools and other institutions, such as the YMCA.

Recently expanded, and renovated, the center houses a computer lab, a small library, a seminar room, an auditorium, a student lounge area, and staff offices. The center is open to all Vanderbilt students, faculty, and staff for programs and gatherings throughout the year. More information is available on the BJJBCC Web site at *www.vanderbilt.edu/BCC*.

International Student and Scholar Services

International Student and Scholar Services fosters the education and development of non-immigrant students and scholars to enable them to achieve their academic and professional goals and objectives. ISSS provides

advice, counseling, and advocacy regarding immigration, cross-cultural, and personal matters. ISSS supports an environment conducive to international education and intercultural awareness via educational, social, and cross-cultural programs.

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,500 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring non-immigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Department of Homeland Security (Bureau of Citizenship and Immigration Services) and the Department of State. ISSS coordinates biannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

In order to connect international students with the greater Nashville community, ISSS coordinates First Friends, which matches international students with Americans both on and off campus. The weekly World on Wednesdays presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall and International Awareness Festival in the spring provide the campus with additional opportunities to learn about world cultures and to celebrate diversity. A range of programs and activities is provided throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt Partners for International Education (a community service program), a Winter Party, an International Stress Fest, and a Graduation Send-Off. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international students from across the state for workshops and activities.

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, faculty, and staff are scheduled throughout the fall and spring semesters and are publicized on the Web at *www. vanderbilt.edu/WomensCenter* and 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, Vanderbilt Feminists, is open to all interested students, both male and female.

The center houses a small library with an excellent collection of books, journals, and tapes. Books and tapes circulate for four weeks. Copy facilities are available. The Women's Center is also home to Project Safe (PS), a coordinated program of education about, prevention of, and response to violence against women on campus.

Office for GLBT Life

The Vanderbilt Office for Gay, Lesbian, Bisexual, and T ransgendered
Life serves the entire Vanderbilt community through education, research,
programming, counseling, and social events. Visitors are invited to use the
office's resource library for r esearch around GLBT issues. The Of fice for
GLBT Life continually seeks to expand its r esources and strives to ensur e
that Vanderbilt University has the most curr ent information concerning
GLBT life, gender and sexual diversity , inclusiveness, and social justice.
For more information, visit *www.vanderbilt.edu/glbt*, e-mail *glbtoffice@*
vanderbilt.edu, or phone (615) 322-3330.

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life was for -
mally dedicated in the fall of 2002. The Ben Schulman Center is the home of
Vanderbilt Hillel. The goal of the center is to provide a welcoming commu-
nity for Jewish students at Vanderbilt to further religious learning, cultural
awareness, and social engagement. The center of fers worship, fellowship,
lectures, and social action projects for Vanderbilt's growing Jewish commu-
nity as well as for any student who wants to learn more about Judaism. The
Schulman Center is also home to Grin's Cafe, Nashville's only kosher and
vegetarian restaurant. For further information about the Schulman Center ,
please call 322-8376 or e-mail *hillel@vanderbilt.edu*.

Religious Life

The Office of the University Chaplain and Affiliated Ministries exists to
provide occasions for r eligious reflection and avenues for service, wor-
ship, and action. Ther e are many opportunities to clarify one's values,
examine personal faith, and develop a sense of social r esponsibility.

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

Baptist, Episcopal, Jewish, Pr esbyterian, Reformed University Fellow-
ship, Roman Catholic, and United Methodist chaplains work with individ -
uals and student gr oups. Provisions for worship ar e also made for other
student religious groups. Counseling and crisis referrals are also available.

Extracurricular Activities

Sarratt Student Center

The Sarratt Student Center (*www.vanderbilt.edu/sarratt*), named for former
mathematics professor and dean of students Madison Sarratt, pr ovides a
variety of facilities, programs, and activities. The center houses a cinema; an
art gallery; art studios and darkr ooms for classes and individual pr ojects;
work and office spaces for student or ganizations; comfortable reading and

study lounges fully wired for Internet access; large and small meeting rooms; and large, open commons and courtyard areas for receptions or informal gathering. The center also houses the Pub (Over cup Oak) restaurant and the Stonehenge Cafe, and leads directly to Rand Dining Room, the Varsity Market, and the Bookstore. The Vanderbilt Program Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Welcome Desk serves as a campus information center and is a Ticketmaster™ outlet, handling ticket sales for most of the University's and Nashville's cultural events. Sarratt Student Center is home to the Division of Student Life, the Office of Greek Life, the Commodore Card Office, and Vanderbilt Student Communications (including the student newspaper, radio station, and yearbook).

Student Life Center

Opened in April 2005, the Vanderbilt Student Life Center is the University's new community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to the Sarratt Student Center.

With its multiple-function rooms, meeting spaces, student lounge area, and the 9,000-square-foot Commodore Ballroom, the center will become the social hub at Vanderbilt, which is committed to offering students and the campus community the best educational experience in the country.

The center also will be home to the Career Center, International Student and Scholar Services, Health Professions Advisory Office, Office of Honor Scholarships and ENGAGE, Office of International Services, and Office of Study Abroad Programs.

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 racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Thirty-eight 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 36 meter x 25 yard swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and fitness room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a Wellness Center. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.

Degree Programs

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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.

Major	Degree	Department
Child Studies	M.Ed.	Psychology and Human Development
Curriculum and Instructional Leadership	M.Ed.	Teaching and Learning
Early Childhood Education	M.Ed.	Teaching and Learning
Education Policy	M.P.P.	Leadership, Policy, and Organizations
Educational Leadership and Policy	Ed.D.	Leadership, Policy, and Organizations
Elementary Education	M.Ed.	Teaching and Learning
English Education	M.Ed.	Teaching and Learning
Higher Education Administration	M.Ed.	Leadership, Policy, and Organizations
Higher Education Leadership and Policy	Ed.D.	Leadership, Policy, and Organizations
Human Development Counseling	M.Ed.	Human and Organizational Development
Human, Organizational, and Community Development	M.Ed.	Human and Organizational Development
Human Resource Development	M.Ed.	Leadership, Policy, and Organizations
International Education Management and Policy	M.Ed.	Leadership, Policy, and Organizations
Mathematics Education	M.Ed.	Teaching and Learning
Organizational Leadership	M.Ed.	Leadership, Policy, and Organizations
Reading Education	M.Ed.	Teaching and Learning
Science Education	M.Ed.	Teaching and Learning
School Administration	M.Ed.	Leadership, Policy, and Organizations
Secondary Education	M.Ed.	Teaching and Learning
Special Education	M.Ed.	Special Education

Degree Requirements

Master of Education (M.Ed.)

A minimum of 30-36 hours of post-baccalaur eate credit (48 hours in Human Development Counseling), with half or mor e of the hours in courses intended exclusively for pr ofessional students (3000-level courses), is required for the M.Ed. degr ee. Approved areas and the pr o-portion of the 30-36 hours allotted to each ar e specified by each depart-ment. All work credited for the master's degree must be completed within a six-year period.

Deficiencies

An incoming professional student with deficiencies in ar eas the major department considers pr erequisite to a pr ofessional program must take such course work without cr edit in addition to the courses r equired for the advanced degree.

Thesis Programs

Students in a thesis pr ogram 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 r equired for some degr ee programs. The University calendar pr ovides 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 pr ogram without thesis must pass a compr ehen-sive examination designed and administered by the department.

Doctor of Education (Ed.D.)

The Ed.D. degr ee is awar ded in r ecognition of distinguished attain-ment in a particular field of education and human development, as evi-denced by examination and by a dissertation or doctoral study pr esenting results of independent r esearch. General r equirements are listed below. Many departments have additional requirements.

Course Work

The Ed.D. degree requires 72 hours of post-baccalaur eate graduate-level credit exclusive of the 12 hours of research tools required.

Students admited prior to the summer of 2004 may apply 42 hours of master's and post-master's course work towar d the Ed.D. degr ee 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 pr eviously completed degree program (e.g., M.Ed.), all work cr edited toward the Ed.D. degr ee must be completed within eleven years prior to the date of graduation. Students who enter the Ed.D. degr ee program without advanced degr ees 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) fr om this requirement.

Residency

Doctoral students must satisfy the r esidency 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 towar d the residency requirement.

Progress toward Degree

From the point of admission, all Ed.D. students' pr ogress 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 or der to continue in the program or (2) dismiss the student fr om 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 A student who has received notification from the Dean's office awarding official candidacy status is eligible to register for dissertation hours and is given five years to successfully complete the dissertation.

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.

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 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 microfilmed; 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 Administration and Records. One copy of the dissertation is microfilmed 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* and on the University Calendar.

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 Community Research and Action, Leadership and Policies Studies, Special Education, Teaching and Learning, and Psychology and Human Development.

Majors

Department	Major	Areas of Specialization	Degree
Human and Organizational Development	Community Research and Action	Community Development	M.S.,Ph.D.
		Evaluation Methods	M.S.,Ph.D.
Leadership, Policy, and Organizations	Leadership and Policy Studies	Educational Leadership and Policy	M.S.,Ph.D.
		Higher Education Leadership and Policy	M.S.,Ph.D.
		International Education Policy and Management	M.S.,Ph.D.
Special Education	Special Education		M.S.,Ph.D.
Teaching and Learning	Learning, Teaching, and Diversity	Development, Learning, and Diversity	Ph.D.
		Language, Literacy, and Culture	Ph.D.
		Mathematics and Science Education	Ph.D.

Major in Psychology and Human Development

Department	Area of Specialization	Degree
Psychology and Human Development	Clinical Psychology	Ph.D.
	Cognitive Studies	Ph.D.
	Developmental Psychology	Ph.D.
	Quantitative Methods	Ph.D.

Admission to the Graduate School

Students may be admitted upon graduation from an accredited college or university with a baccalaureate degree. The applicant's undergraduate college record should show an average of B or better All applicants are required to take the Graduate Record Examination and are expected to present a total (Verbal plus Quantitative) score of 1100 or better.

Information about Peabody's Ph.D. programs may be found in the *Graduate School Catalog* or on the Peabody College Web site *(www.peabody.vanderbilt.edu)*.

Application for admission should be made online at the above Web site by December 31 preceding the academic year of anticipated enrollment. The application fee, which is $40 for paper applications, is waived for persons who apply online. Persons who are unable to apply online may (1) visit the above Web site, download the application packet in pdf format, and submit the application on paper *or* (2) submit an online request (to *Peabody.admissions@vanderbilt.edu*) for an admissions and financial aid packet to be delivered by mail.

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

VANDERBILT offers teacher education pr ograms for post-baccalaureate students leading to initial licensur e in the following ar eas: *early childhood (grades PreK–4), elementary (grades K–8) and secondary education (grades 7–12) with endorsement in English, math, Fr ench, Latin, Spanish, German, biology, chemistry, physics, earth science, history , and political science. Added endorsements are available in economics, psychology, and sociology.* Music endorsements *(K–12 instrumental and K–12 vocal/general)* also are available as a five-year program with Blair School of Music. 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/pr eschool (grades Pr eK–1). All of these pr ograms are offered by the Department of Special Education.

Vanderbilt students seeking teacher licensur e must apply thr ough 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 ef fect at the time they enter ed the pr ogram. Requirements are currently undergoing change. Each year, teacher licensure candidates should consult the curr ent *Peabody College Catalog* or visit *www.peabody.vanderbilt.edu/licensure.*

Advanced Licensure Programs

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

School Counselor (grades PreK–12). Offered by the Human Development Counseling Program.

Reading Specialist (K–12). Offered by the Department of Teaching and Learning.

Speech/Language (grades PreK–12). Offered by the Department of Special Education and the Vanderbilt University School of Medicine Department of Hearing and Speech Sciences.

Security Clearance for Experiences in Schools

A strong component of Peabody pr ograms for pr ofessional teacher preparation is field work early in the pr ogram. Most students ar e placed in a Metr opolitan Nashville Public School for at least one practicum or student teaching experience. The Metr o system r equires security clearance for all college students enr olled in a practicum or student teaching/internship while present in a Metr o school facility. Information r egarding required fingerprinting, which leads to the security review for Metro Schools

(via Sylvan Identix), is available at *www.peabody.vanderbilt.edu/licensure* or from *chris.lafevor@vanderbilt.edu*.

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 during registration for the first semester of courses. Information will be provided at that time about the process of admission to the teacher education program for licensure.

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 14-month program begins in June each year and ends during the second summer. It is available for those preparing for licensure as elementary K–8, or secondary education teachers only. It is not available for early childhood or special education programs.

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 Audits

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 specifies courses leading to the post-baccalaureate degree, and (b) audits that itemize work to meet teacher licensure requirements.

Program of Studies

The proposed program of studies listing courses for a graduate degr ee must be signed by the adviser , the Director of Graduate Studies, the department chair, and the Associate Dean for Faculty and Pr ograms. Forms are available in departmental of fices and should be filed befor e completion of the first twelve hours in the program.

Licensure Audits

Because teacher licensure at the graduate level is based partly on a stu - dent's undergraduate study, the student should r equest that an audit be done on the undergraduate transcript by the Director of Teacher Licensure no later than the first two weeks after matriculation.   After this has oc - curred, the student will meet with the education adviser to determine the course work to complete all requirements for licensure. Audit Form A per- tains to the under graduate liberal arts, and Audit Form B specifies the professional education requirements for licensur e. Students seeking sec- ondary licensure also file Audit Form C which pertains to the subject area intended for the teaching endorsement. Forms ar e available in the Of fice of Teacher Licensure. The licensure audits should be initiated with the Di- rector of Teacher Licensure no later than two weeks after the beginning of the first class the student takes for licensur e at Peabody. The audits may be requested as early as during the admissions process.

Liberal Education Core

Liberal Education Core courses usually are completed as part of a stu- dent's liberal arts under graduate program. Audit Form A, referred to above, lists state competencies in humanities, social sciences, natural sci - ences, mathematics, and communications r equired for teacher licensur e. Upon request from the student, as early as during the admissions process but no later than two weeks after beginning the pr ogram, the Director of Teacher Licensure will evaluate the undergraduate transcript to ascertain equivalents. If deficiencies ar e noted, additional course work may be r e- quired as determined by the student's education faculty adviser.

Professional Core Requirements

Early Childhood Education (PreK–Grade 4) Master's Degree program with Licensure

The following professional education courses and field work meet licensur e requirements for early childhood education. Students may r equest alter- native courses by petition, with the appr oval of their adviser, the department chair, and the Director of Teacher Licensure.

SPED 3000.   Education and Psychology of Exceptional Learners [3]
   or SPED 3030, 3400, 3410, 3420
EDUC 3200.   Foundations of Early Childhood Education [3]
EDUC 3230.   Administration of Programs for Young Children [3]
EDUC 3210.   Instructional Programs for Young Children [3]
EDUC 3220.   Parents, the School, & Community [3]
EDUC 3180.   Observation and Curriculum Planning [3]
HMED 3150.   Art, Music, Drama, and Literature for Young Children [3]
EDUC 3150.   Advanced Science and Social Studies Curriculum in ECE [4]
MTED 3150.   Advanced Teaching of Mathematics for Young Children [3]
EDUC 3412.   Literacy Learning in Early Childhood: Theory and Research [3]
EDUC 3413.   Creating Literacy Environments for Young Children [3]
EDUC 3261.   ECE Practicum: Classroom Organization, Management, and Teaching [1]
EDUC 3262.   ECE Practicum: Classroom Organization, Management, and Teaching [1]
EDUC 3001.   Internship in Teaching: ECE [6]
EDUC 3006.   Internship Seminar: ECE [1]
EDUC 2040.   Introduction to Classroom Technologies
First aid and CPR training (taken within 2 years before licensure recommendation and
   prior to application for Screening II)

TOTAL: *44 hours*

Elementary Education (Grades K–8 Endorsement) Master's Degree program with Licensure

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

EDUC 3500.   Seminar on Teaching and Schools [3]
EDUC 3050.   Advanced Social and Philosophical Aspects of Education [3]
   or EDUC 3030.   Sociology of the Classroom [3]
   (or a cultural foundations course approved by the candidate's adviser)
SPED 3000.   Education and Psychology of Exceptional Learners [3]
EDUC 3110.   Psychological Foundations of Education [3]

   Language Arts Block
EDUC 3416.   Theory/Practice of Literacy Education in Elementary Grades [3]
ENED 3000.   Teaching Literature in Preschool and Elementary Classrooms [3]
   or ENED 2200.   Exploring Literature with Children [3]
EDUC 3420.   Literacy for Diverse and Special Needs Learners [3]
And one additional literacy course from: EDUC 3390, 3440, 3450, 3460, 3470, or ENED 3500 [3]

   Science Block
SCED 3250.   Advanced Teaching of Science in Elementary Schools [2]
SSED 3250.   Advanced Teaching of Social Studies in Elementary School [2]
MTED 3250.   Advanced Teaching of Mathematics in Elementary Schools [3]

   Creative Arts
HMED 2250.   Introduction to Arts Education [2]
EDUC 3952.   Practicum in Elementary Education [2] (to be taken with SCED, SSED,
   MTED 3250 series)

EDUC 3430. Remedial Reading Practicum [1] (to be taken with EDUC 3420 or EDUC 2430)
EDUC 3000. Internship in Teaching [6]
EDUC 3005. Internship Seminar [1]
EDUC 2040. Introduction to Classroom Technologies
First aid and CPR training (taken within 2 years before licensure recommendation and prior to application for Screening II)

TOTAL: *42 hours*

Secondary Education (Grades 7–12) Master's Degree program with Licensure

Programs leading to licensur e 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, or Political Science [Government]. Added endorsement is available in Econom- ics, 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 licen- sure requirements for secondary education. Students may r equest alterna- tive courses by petition, with the appr oval of their advisers, the department chair, and the Director of Teacher Licensure.

EDUC 3500.   Seminar on Teaching and Schools [3]
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]
   or (option for English endorsement only) ENED 3400.   Teaching Reading in the Content Areas [3]

Plus one of:
Math: MTED 3370.   Adv. Teaching of Mathematics in Secondary Schools [3]
Science: SCED 3370.   Adv. Teaching of Science in Secondary Schools [3]
Soc. Sci: SSED 3370.   Adv. Teaching of Social Sciences in Secondary Schools [3]
Foreign Lang.: FLED 2370.   Teaching Foreign Language in Secondary Schools [3]
English: ENED 3370.   English Education Theories and Practices [3]
   ENED 2920.   Literature for Adolescents [3]
   ENED 3040.   Perspectives on English Language [3]
      2360.   Practicum in Secondary Education III [1] (to be taken with methods course)
EDUC 3002 Internship in Teaching: Secondary [6]
      3007.   Internship Seminar: Secondary [1]
   or ENED 2400.   Seminar in English Education [3] (required for English endorsement)

EDUC 2040.   Introduction to Classroom Technologies [1]
First aid and CPR training (taken within 2 years before licensure recommendation and
    prior to application for Screening II)

TOTAL: *30 hours (except 38 hours for English endorsement)*

Most 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 licensure 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, in addition to the required courses in special education. Major course requirements are listed under Special Education.

Meeting Degree and Licensure Requirements

A number of the courses listed as meeting licensure requirements 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 liberal arts areas, these deficiencies must be remedied—usually with courses that cannot count in the graduate degree program.

Students seeking secondary licensure also must meet requirements for the subject(s) (endorsements) they wish to teach (see requirements for undergraduate subject majors in the *Undergraduate Catalog* for information about endorsement requirements). Students with an undergraduate major in the endorsement area ordinarily will meet endorsement requirements. However, some endorsement areas have specific course requirements that may not have been taken as part of the undergraduate major, especially if the undergraduate program was completed at an institution other than Vanderbilt.

SCREENING

The admissions process for graduate professional students seeking initial teacher licensure includes the first screening by faculty. When a graduate student is admitted to a teacher education program for a master's degree and initial licensure, the student has completed Screening I.

Screening II (Admission to Student Teaching/Internship)

Admission to Student Teaching/Internship is not automatic when prerequisite course work and field experiences have been completed. The semester prior to the semester of student teaching, the student must submit a Screening II application to the appropriate department to apply for faculty

approval to student teach. Each Screening II application must be accompanied by additional documents, depending on the endorsement(s) being sought. The application form designates which additional documents are to be submitted. ***Deadlines for submission are 1 October for fall semesters, 1 February for spring semesters.*** 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. At the time of screening application, the student should be enrolled in any remaining prerequisite courses. **No course work may be taken during the student teaching semester.**

After an initial review in the Office of Teacher Licensure, the Screening II application and other submitted materials will be considered by departmental faculty. Faculty evaluation of a student's qualifications for continuation in a teacher education program include academic and performance factors such as the following:

A. Specific Academic Criteria

1. Formal admission to a teacher education program for initial licensure granted
2. Approved program of studies and licensure audit forms on file (see Program of Studies and Licensure)
3. Successful completion of all courses and field work required and prerequisite to student teaching
4. Minimum cumulative grade point average of 3.0 (4.0 scale)
5. Successful completion of Standard First Aid and CPR training (submit certificate copies with Screening II application).

B. Specific Faculty Evaluative Criteria

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 students 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 each 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.

Evaluation of these criteria rests on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty. Students will be notified in writing of results of the faculty vote. In instances when 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. Screening II applicants who are approved to student teach will receive notification of their student teaching placements no later than during the required Student Teacher Orientation (Monday before VU classes begin on Wednesday for the student teaching semester).

Students who have passed Screening II are assigned two specific student teaching/internship placements in the Nashville area. Students in elementary and early childhood education may apply to the Department of Teaching and Learning for one student teaching/internship summer placement in Cambridge, England.

Student Teaching

Vanderbilt students seeking teacher licensure must successfully complete a 15-week 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 and departmental faculty. Early childhood, elementary, and special education student teaching may be done in fall or spring semesters; secondary education student teaching must be done in a spring semester. 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.** Visit *www.peabody.vanderbilt.edu/licensure* for details. Student teaching/internships are evaluated by the supervisors of student teaching and departmental faculty. A positive evaluation and recommendation are required for licensure.

Application for Teacher Licensure and
University Recommendation for Licensure

All students completing a 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. Each state has its own set of application forms and procedures for licensure; information is available in the Office of Teacher Licensure.

Note regarding licensure and/or employability in other states: Currently, the federal No Child Left Behind Act (NCLB), which became effective in 2002, requires states to develop proposals for submission to the federal government which detail strategies teachers may use to qualify for "highly qualified" status by 2005/2006, one of the key elements in NCLB. In Tennessee, and some other states, eligibility for a state teaching license is not compromised by NCLB; however, in some other states, NCLB dictates are being incorporated into state licensing policies. At the time of publication of this catalog, there is no authoritative resource to provide such information for all states; in fact, states are still developing and submitting their plans for federal review. Vanderbilt teacher education students are apprised of the issues addressed by NCLB; however, how other states interpret NCLB in terms of licensing and/or employability cannot be determined at this time. Students are advised to research state policies regarding NCLB in states where they will be seeking a teaching license and teaching position. The Office of Teacher Licensure will provide additional information when it becomes available.

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 graduate professional candidate for teacher licensure is based upon the following:

1. Maintaining a grade point average of at least 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) for licensure in Tennessee.** The Tennessee State Department of Education calculated a composite pass rate of 99 percent for Vanderbilt graduates who completed a teacher education program during AY 2003-2004 and who took one or more PRAXIS examinations within the Tennessee-defined time period.

3. Receiving a positive recommendation from the student's department as a result of successful completion of the program including the student teaching/internship experience (*Pass* in student teaching does not guarantee a favorable recommendation).

*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 from the Office of Teacher Licensure before registering to take the exam(s).

Accreditation

Vanderbilt is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Tennessee Department of Education and the following specialty professional associations:

National Council for Teachers of Mathematics (NCTM)
National Council for Teachers of English (NCTE)
National Science Teachers Association (NSTA)

National Council for the Social Studies (NCSS)
Council for Exceptional Children (CEC)
National Association for the Education of Young Children (NAEYC)
Association for Childhood Education International (ACEI)
Council for the Accreditation of Counseling and Related Education
       Programs (CACREP)
National Association for Schools of Music (NASM)

Academic Regulations

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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 instr uctor's approval of the student's written r equest (via the Request for Incomplete Grade form available at the Peabody Recor ds 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 stu - dent withdraws from a class before the end of the first week after mid-semester. After that point, withdrawal will r esult in an *F*. A student who withdraws from school for r easons such as illness, unusual personal or family problems, and the like may petition the Dean's office for an authorized administrative withdrawal. If appr oved, the student will r eceive 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 ses - sion) 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 enr olls while on academic probation, he or she must achieve a cumulative grade point average of 3.000 or be subject to dismissal fr om 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 pr esented for a degr ee 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 r egister or pay for the courses. Permission must be obtained fr om 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.

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 r egionally accredited institution in which the student was r egistered as a post-baccalaureate student at the time the graduate-level cr edit was earned. For transfer cr edit, all transcripts must be official and submitted directly from the institution. Transcripts submitted by applicants ar e not acceptable. Cr edits earned with a grade lower than a *B* are not accepted as transfer cr edit. 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. T ransfer work completed prior to matriculation at Peabody College should be submitted for appr oval during the student's first semester of work at Peabody or prior to the completion of 12 hours of course work, whichever occurs first. T ransfer work to be completed after matriculation into Peabody College requires prior approval by the student's faculty adviser, department chair, and the Dean.

Under certain conditions Peabody College does accept academic cr edit (or the U.S. equivalent) earned at for eign 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 9 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. and M.P.P.   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. or M.P.P. program. Students who hold a master's degree may be admitted directly to an Ed.D. program.

Completion of the Graduate Record Examination (GRE) is required as part of one's application for admission to a Peabody professional (M.Ed., M.P.P., or Ed.D.) program. The Miller Analogies Test (MAT) also may be accepted by some departments for certain graduate programs. Official results should be sent to the Peabody Graduate Admissions Office (see complete postal address below). The Peabody College institutional code is 1247. Peabody minimum requirements for the GRE combined (V+Q) score are 1,000 for the M.Ed. and M.P.P. and 1,100 for the Ed.D. or Ph.D. Minimum score attainment does not guarantee admission.

In addition to test scores, a completed application for admission includes three letters of recommendation, official transcripts showing degree conferral, and a letter of aspiration including a discussion of past experience, the factors that have led the applicant to consider graduate study, and a description of intellectual and professional objectives. For recent graduates, two of the three letters of recommendation should be from faculty with whom they have studied. Applicants whose native language is not English are required to submit TOEFL (Test of English as a Foreign Language) scores unless they have demonstrated competence while attending an American institution.

Application Procedure

We strongly recommend online application, which offers several advantages:

•Online applicants are automatically assigned a user ID and password that can be used to re-access and edit their applications.

•Online applicants can check their application status to see which items have been received.

•The application fee, which is $40 for paper applications, is waived for online applicants.

The online application process may be initiated at the Peabody College Web site *(www.peabody.vanderbilt.edu)*.

Persons who are unable to apply online may

•visit the above Web site, download the application packet in pdf format, and submit the application on paper ($40 fee required)

or

•submit an online request (to *Peabody.admissions@vanderbilt.edu*) for an admissions and financial aid packet to be deliver ed by mail ($40 fee r e-quired with paper application).

Admission Deadlines

December 31 is the deadline for applicants to the M.Ed., M.P .P., Ed.D., or Ph.D. programs seeking admission. Please note the admissions application deadlines refer to the date by which an application must be complete, i.e., the date by which the Peabody Graduate Admissions Office must receive all application materials.

M.Ed., M.P.P., Ed.D., or Ph.D. applicants seeking financial assistance in the form of honor awards, scholarships, and assistantships are required to complete three financial aid applications to ensur e they have applied for all available funds. The three applications are: (1) the Peabody College Financial Aid Application, due February 1; (2) the Vanderbilt University Financial Aid Application, due May 1; and (3) the Fr ee Application for Federal Student Aid (FAFSA), due May 1.

Peabody College continues to pr ocess and evaluate applications after December 31 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 application by November 1; those wishing to enter in the summer should file by January 15.

Postal Addresses

Application materials for the Psychological Sciences pr ograms should be sent to the following address:

ATTN: Psychological Sciences
Vanderbilt University
301 Kirkland Hall
Nashville, TN 37240
U.S.A.

Application materials for all other Peabody programs should be sent to:

Peabody Graduate Admissions Office
Peabody #327
230 Appleton Place
Vanderbilt University
Nashville, Tennessee 37203-5721
U.S.A.

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 (which may be completed online, thereby avoiding the $40 application fee for paper applications) 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.

Acceptance as a special student does not guarantee admission into a Peabody program. Special students seeking regular admission must meet all of the minimum criteria for full admission.

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 for the paper version and 213 for the computer version.

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 the English Language Center (ELC). 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 ELC in consultation with the student's academic adviser. For more information, write to ELC, Peabody #510, 230   Appleton Place, Nashville, Tennessee 37203-5721, U.S.A.

Transcript Evaluation.   International students with degrees from non-U.S. institutions are required to have their transcripts evaluated by an approved credentials evaluating agency and to have an official report sent by the agency to the admissions office. For a list of acceptable agencies, please send an e-mail with your request to *peabody.admissions@vanderbilt.edu.*

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). The GRE is a standardized examination designed to indicate aptitude for graduate study. Completion of the GRE is required as part of application for admission to a Peabody College professional (M.Ed., M.P.P., or Ed.D.) degree program if the student has a degree from an American institution. Official test results should be sent to the Peabody Graduate Admissions Office. The Peabody College institutional code is 1247. Applicants to Ph.D. programs also must submit GRE scores.

Information. Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, VU Station B #351568, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1568 U.S.A. (or visit *www.vanderbilt.edu/isss*).

Financial Information

Tuition for professional students at Peabody College for the academic year 2005/2006 is $914 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 (2005/2006)

Application *(hard copy only; fee waived for online application)*	$ 40
Late registration	30
Student health insurance	1,896
Student activities and recreation fees (estimate)	306
Thesis or dissertation binding	24
Ed.D. dissertation publication (microfilming)	60
Copyright fee for Ed.D. dissertation (optional)	45
Recorded audit	10
Licensure analysis (non-Vanderbilt students)	35
One-time transcript fee	30

Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable by August 17 for the fall semester and January 4 for the spring semester. 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.

Students/guarantors will be responsible for payment of all costs, including reasonable attorney fees and collection agency fees, incurred by the University in collecting monies owed to the University. The University will assess a $20 fee for any check returned by the bank and reserves the right to invoke the laws of the State of Tennessee governing bad checks.

Refunds of Tuition and Dormitory Charges

University policy for the refund of tuition and dormitory charges provides a percentage refund based on the time of withdrawal. Students who

withdraw officially or who are dismissed from the University for any rea-
son may be entitled to a partial refund in accordance with the established
schedule shown below. Fees are not refundable.

Fall 2005 Withdrawal/Refund Schedule

Week 1	August 24–August 27	100%
Week 2	August 28–September 3	95%
Week 3	September 4–September 10	85%
Week 4	September 18–September 24	80%
Week 5	September 18–September 24	75%
Week 6	September 25–October 1	70%
Week 7	October 2–October 8	60%
Week 8	October 9–October 15	55%
Week 9	October 16–October 22	50%
Week 10	October 23–October 29	40%

No refund after October 29, 2005

Spring 2006 Withdrawal/Refund Schedule

Week 1	January 11–January 14	100%
Week 2	January 15–January 21	95%
Week 3	January 22–January 28	85%
Week 4	January 29–February 4	80%
Week 5	February 5–February 11	75%
Week 6	February 12–February 18	70%
Week 7	February 19–February 25	60%
Week 8	February 26–March 4	55%
(Spring Break	*March 5–March 11)*	
Week 9	March 12–March 18	50%
Week 10	March 19–March 25	40%

No refunds after March 25, 2006

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, VU Station B #351671, 2301 Vander-
bilt Place, Nashville, TN 38235-1671, or the Office of Student Financial
Aid, 2309 West End Avenue, Nashville, TN 37203.

Late Payment of Fees

All charges not paid by the specified due dates will be assessed a late payment fee each month of $1.50 on each $100 owed.

Financial Clearance

Current charges can be deferred if a Student Account Agreement is on file in the Office of Student Accounts (the Office of Student Accounts may refuse to allow a deferment if in its judgment the deferment is unwar-ranted). However, a late payment fee will be accessed each month until the balance is paid. All amounts deferred are due no later than November 30 for the fall semester, April 30 for the spring semester, and July 31 for the May and summer sessions.

No transcript (official or unofficial) will be issued for a student who has an outstanding or deferred balance. 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, VU Station B #356206, Nashville, Tennessee 37235-6206. A $10 charge is assessed for processing the waivers of students who register late.

Transcripts

There is a $30 one-time transcript fee charged to all new students in their first semester's billing. 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 Records and Registration, Peabody #323, 230 Appleton Place, Nashville, TN 37203-5721. 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 February 15, 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 need-based 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.

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 women 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.

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 CATHERINE A. LYNCH GRADUATE EDUCATION SCHOLARSHIP was established in 2001 by Miss Catherine A. Lynch, a Peabody alumna (B.S. 1937, M.S. 1946) and an elementary school teacher in West Virginia and Maryland for forty-one years. The scholarship is awarded to students pursuing graduate degrees in Early Childhood or Elementary Education, with preference given to students from West Virginia.

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 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 Henr y Tutwiler, a member of the original faculty of the University of Virginia appointed by Thomas Jefferson and later the first presi- dent of the University of Alabama. Pr eference is given to students fr om Alabama pursuing degrees in education.

THE C. F. WALL MEMORIAL SCHOLARSHIP was established in 1927 by C. Flem W all 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 r etirement in 1955. The fellowship is awarded to students pursuing graduate degrees in social studies.

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

Courses of Study

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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
ENED	English Education
FLED	Foreign Language Education
HDC	Human Development Counseling
HOD	Human and Organizational Development
HMED	Humanities Education
LLED	Language and Literacy Education
LPO	Leadership, Policy, and Organizations
MTED	Mathematics Education
PSY	Psychology and Human Development
SCED	Science Education
SSED	Social Studies Education
SPED	Special Education

Human and Organizational Development

CHAIR Joseph J. Cunningham
DIRECTOR OF GRADUATE STUDIES Isaac Prilleltensky

PROFESSOR EMERITUS John R. Newbrough
PROFESSORS Paul R. Dokecki, William Partridge, Isaac Prilleltensky
PROFESSORS OF THE PRACTICE Vera A. Stevens Chatman, Sharon L. Shields
ASSOCIATE PROFESSOR EMERITUS Richard L. Percy
ASSOCIATE CLINICAL PROFESSOR Marsha Davis
ASSOCIATE PROFESSORS Joseph J. Cunningham, Craig Anne Heflinger, Robert B. Innes,
   Douglas D. Perkins, Paul Speer
ASSISTANT CLINICAL PROFESSORS Victoria Davis, Brian A. Griffith, H. Lorraine Schnieders
ASSISTANT PROFESSORS Mark D. Cannon, Maury Nation, James O. Pawelski
ASSISTANT PROFESSOR OF THE PRACTICE Gina L. Frieden
SENIOR LECTURER Patricia Arnold
LECTURERS Susan K. Friedman, Linda N. Isaacs, Ora Prilleltensky
CLINICAL INSTRUCTOR Kristen Tompkins

❧   THE Department of Human and Organizational Development pre-
pares students for a variety of professional careers. The program areas
and accompanying roles include:

   Human Development Counseling
         Community Agency Counseling
         School Counseling

   Human, Organizational, and Community Development
         Community Agency Administrator
         Community Development Specialist
         Program Planning and Evaluation Specialist

   Courses offered in the Department of Human and Or ganizational De-
velopment are listed beginning on pages 75 and 79.

Graduate Degrees

Master of Science and Doctor of Philosophy

The graduate program in Community Research and Action is an interdisciplinary program combining Community Psychology, with its emphasis on rigorous applied research, and Community Development, with its strong tradition of empirically grounded practice. It is designed to train action-researchers in applied community studies in one of two areas of specialization: community development or evaluation methods. It serves doctoral students who desire advanced preparation in community research methods and work at higher levels in community and governmental organizations or who are preparing themselves for academic positions. The Ph.D. degree includes (a) a core set of courses covering community psychology, community development, ethics, public and community health, and organizational theory and change; (b) research methodology covering quantitative and qualitative methods, action research, field research, and program evaluation; (c) advanced content areas; and d) minors that are designed individually, drawing from within the University, from other departments and schools (e.g., Sociology, Economics, Divinity), and from other departments and specializations within Peabody College (e.g., leadership and organizations, quantitative psychology). Planning is done with the major professor and approved by the student's committee. Students are expected to take a master's degree as part of their doctoral studies. Students entering with a nonempirical master's degree are expected to complete an empirical study.

Professional Programs in the Department

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 75.

Accreditation

Vanderbilt's HDC program in Community Agency Counseling and School Counseling is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). Program accreditation from this body means that our program meets the highest standards established by the counseling profession. Such accreditation has been awarded to less than 30 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 (NCE) immediately before graduation instead of having to qualify after two years of work experience as a professional counselor.

The school counseling track (K-12) is also approved by the Tennessee Department of Education and leads directly to licensure as a school counselor in Tennessee, with reciprocity in many states in the U.S.

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. A student wishing to be licensed as a Licensed Professional Counselor (LPC) 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.

Community Counseling Track

The Community Counseling track prepares Master's level counselors for careers in various social service agencies, and mental health centers, as well as other mental health organizations. Private practice as a Licensed Professional Counselor (LPC) is an achievable goal for individuals who pursue this track. Other students may choose to continue their academic training in Ph.D. programs such as counseling psychology or related fields. The Community Counseling track is fully accredited by CACREP. One of the many benefits this accreditation offers our students is the ability to sit for the national certification examination (NCE) during their final semester in the program.

The 48-semester-hour curriculum includes a full year internship placement in a community setting. These settings include drug and alcohol treatment centers, hospitals, schools, group homes, community mental health centers, and other non-profit settings. Internships are tailored to students' particular interests. This curriculum includes 39 semester hours of required courses and an additional nine semester hours of elective courses.

School Counseling Track

The School Counseling track pr epares individuals to work as Pr ofessional School Counselors, K-12. Program requirements lead directly to licensure as a Professional School Counselor by meeting all of the r equirements established by the Tennessee State Department of Education. These requirements are part of new legislation that went into ef fect on September 1, 1996. Under this new legislation, HDC offers a special semester internship in the classroom for individuals who do not have teacher training and teaching experience. This internship must pr ecede the full-year counseling internship and will be accepted by the State Department of Education in lieu of teaching experience. The School Counseling track is fully accr edited by CACREP. Since 1991, the School Counseling pr ogram has been accr edited as part of institutional accreditation awarded by the National Council for the Accreditation of Teacher Education (NCATE). This training will also allow students to continue their academic training in Ph.D. programs such as counselor education.

The requirements for this track encompass a 48-semester-hour curriculum which includes a full-year internship placement in a school setting. This curriculum includes 42 semester hours of r equired courses and an additional 6 semester hours of elective courses.

Degree Requirements

S=SCHOOL

C=COMMUNITY	AREA	COURSE NO.	COURSE TITLE	CREDIT HRS.
C&S	I	HDC 3660	Developmental Counseling Psychology	3
C only	I	HDC 3670	Advanced Developmental Counseling Psychology	3
S only	I	HDC 3340	Foundations of Professional School Counseling & Guidance	3
C&S	II	HDC 3310	Theories of Counseling	3
S only	II	HDC3420	Theories & Techniques of Counseling with Children & Adolescents	3
C&S	II	HDC 3850	Pre-practicum	3
C&S	II	HDC 3870	Practicum	3
C&S	II	HDC 3890	Internship–Fall	3
C&S	II	HDC 3890	Internship–Spring	3
C&S	III	HDC 3760	Group Dynamic	3
C&S	III	HDC 3600	Social Legal and Ethical Issues in Counseling	3
C&S	IV	HDC 3470	Psychology of Careers	3
C&S	IV	HDC 3680	Counseling Diverse Populations	3
C&S	V	HDC 3510	Appraisal and Assessment	3
C&S	VI	HDC 3840	Research in Counseling	3
C&S			Electives	6

Elective choices include but are not limited to:
HDC 3750.   Consultation
HDC 3400.   Marriage and Family Counseling

HDC 3480. Addictions
HDC 3871. Practicum: Orientation to the Classroom***
HDC 3550. Developmental Approach to Personal Loss
HDC 3460. Using Play in a Counseling Setting
SPED 3000. Education and Psychology of Exceptional Learners***
EDUC 3030. Sociology of the Classroom
EDUC 3220. Parents, the School, and the Community

*** Required of all school counseling majors without teaching experience. This course must precede all other field experiences in the program.

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]

3340. Foundations of Professional School Counseling and Guidance. 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]

3420. Theories and Techniques of Counseling with Children and Adolescents. It is the purpose of this course to introduce students to various counseling theories and techniques as applied to children and adolescents. This course builds on the theories learned in HDC 3310. In addition, this course will allow students to practice the techniques as a pre-practicum experience. [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]

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]

3600. Social Legal & Ethical Issues in Counseling. This course is designed to provide the prospective counselor with knowledge of the profession's ethical and legal standards, as well as the social/community aspect of the profession. The course will explore the evolution of those standards, methods of change, and applications to various professional activities. [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]

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. [3]

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. School Internship in HDC. [3]

3891. Community Internship in HDC. [3]

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

Human, Organizational, and Community Development

The Master of Education pr ogram in Human, Or ganizational, and Community Development (HOCD) is designed for those who desire practical training for work in either public or private community service, planning, or development organizations. Persons receiving the degree would become a public health administrator, religious organization administrator, program planner or evaluator. The practicum will be in government, policy, economic, education, neighborhood, and human service settings.

This 36 credit hour program is intended to be completed in a span of 12 months (full time, including summer) to two years (part time).

Degree Requirements

CORE REQUIRED COURSES   *10-15 hours*
HOD 3000.   Proseminar [3]
HOD 3470.   Community Psychology [3]
HOD 3872.   Practicum [3-6]

COMMUNITY CORE   *9 hours (or approved substitutes)*
HOD 3600.   Community Development & Urban Policy [3]
HOD 3620.   Action Research [3]
HOD 3630.   Proposal Preparation [3]

Required Content Areas

ETHICS   *3 hours*
HOD 3200.   Ethics for Community Research and Action [3]
HUMAN DEVELOPMENT   *3 hours*
HDC 3660.   Developmental Counseling Psychology [3]
HDC 3670.   Advanced Developmental Theory & Practice [3]

ORGANIZATIONAL THEORY   *3 hours*
LPO 3373.   Organization Development [3]

CONSULTATION   *3 hours*
HDC 3750.   Consultation in Human Services Settings [3]
LPO 3372.   Consultation Skills [3]

ELECTIVES   *3- 6 hours*
HOD 3500.   Community Health Theory and Practice I [3]
HOD 3680.   Diverse Populations [3]
HOD 3870.   Thesis Development [1-3]

TOTAL: *36 hours*

Joint Five-Year Program in Human and Organizational Development and Human, Organizational, and Community Development

The combined five-year program in Human and Organizational Development (HOD) and Human, Organizational, and Community Development (HOCD) is designed to blend the undergraduate HOD program with the master's level professional preparation for those who desire practical training for work in either public or private community service, planning, or development organizations (e.g., as a public health administrator, religious organization administrator, or program planner or evaluator). Students who successfully complete this combined program will earn their undergraduate B.S. degree and graduate M.Ed. degree by the end of their fifth year at Peabody.

Under the combined five-year plan, HOD undergraduates take 6 credit hours of graduate work during the senior year as part of the 120 hours required for the B.S. in HOD. A fifth year follows, including summer, when students complete the additional 30 hours necessary for the M.Ed. degree. Students who plan to pursue the five-year HOD/HOCD program are required to abide by the following guidelines.

1. Students must complete the application process to the HOCD M.Ed. Program by the end of the junior year.

2. Applicants must take the Graduate Record Exam (GRE) and have a composite score for verbal and quantitative of at least 1000. (Students who have earned a cumulative grade point average of 3.25 or higher in their most recent 60 hours of undergraduate study at Vanderbilt are not required to present GRE or MAT scores as part of their application.)

3. Applicants will gain provisional admission and begin taking the initial 6 credit hours of graduate work during the senior year. Students must attain a *B* grade point average in the 6 hours of graduate courses.

4. Applicants may take no more than 6 hours of graduate courses in the senior year to be counted toward the master's degree in HOCD. Courses may not be transferred from another university as part of the 36-hour master's degree.

Typical Course of Study

SENIOR YEAR   *6 hours*
HOD 3000.   Proseminar [3]
HOD 3470.   Community Psychology [3] or
HOD 3600.   Community Development & Urban Policy [3]

SUMMER SEMESTER   *3 hours*
LPO 3373.   Organization Development [3]

FIFTH YEAR   *24 hours*
HOD 3600.   Community Development & Urban Policy [3] (must take if not taken senior year)
HOD 3470.   Community Psychology [3] (must take if not taken senior year)
HOD 3620.   Action Research [3]
HOD 3320.   Project Proposal Writing [3]

HDC 3660. Developmental Counseling Psychology [3]
  or HDC 3670. Advanced Developmental Theory & Practice [3]
HDC 3750. Consultation in Human Services Settings [3]
  or EDLS 3372. Consultation Skills [3]

HOD 3872. Practicum [3-6]

ELECTIVE *3 hours*
HOD 3500. Community Health Theory and Practice I [3]
HOD 3680. Diverse Populations [3]
HOD 3870. Thesis Development [1-3]

TOTAL: *36 hours*

Human and Organizational Development Courses

3000. Master's Proseminar: Organization and Community Development. This course is designed with first-semester Master's students in the Departments of Human & Organizational Development and Leadership & Organization in mind. The primary goal is to provide the foundation for graduate study in both Organizational Leadership and Human, Organization, & Community Development. Three secondary goals are (1) to introduce students to graduate-level skills for identifying and critically analyzing scholarly research; (2) to allow students to process, at a more intellectual level, past internships, service-learning course projects, or independent community service experiences; and (3) to begin preparing for the required MA practicum and other future field training, jobs, and community service. There will be an overview of historical and current theory, research, and practice in both the field of organization development and the field of community development. Any type of organization (public, private-nonprofit, private-for-profit, grassroots-volunteer) or community (urban, rural, non-place-based) may be considered. Organizations and community interventions that encourage participation and promote lifespan human development, health, and cultural diversity, especially those emphasizing learning and problem solving, will provide the most relevant and useful case studies. [3]

3200. Ethics for Community Research and Action. This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the "ideal" community or society. [3]

3450. Ethnographic Research Methods in Communities. Through empirical data collection on human behavior in communities, ethnography and other qualitative research methods build hypotheses and theory grounded in the values, beliefs, and aspirations of different societies and cultures. This course introduces and explores the tools and techniques of ethnography and their uses in (1) research problem conceptualization, delineation of assumptions, and generation of culturally competent hypotheses and (2) identification and construction of data sets, field research to collect data, and theory building and practical application derived from data analysis. The course is explicitly interdisciplinary. [3]

3470. Community Psychology. Introduction to theory, research, and action in community psychology, the study and application of psychological solutions to social and mental health problems at the community, organizational, and societal levels. The course overviews values

in the field; the history of mental health care and individualistic psychology; ecological theory; stress, coping, and social support; conceptions of community environments; prevention; self-help; empowerment; organizational change; under-served populations; the role of research in social intervention and policy; and community development. [3]

3500. Community Health Theory and Practice. This course is divided into three components. Part 1 provides background on the public health model, health education and the role of community health educators in public health. Part 2 investigates socio-environmental factors influencing health-related behavior. The role of groups, institutions and social structures in encouraging healthy or unhealthy behavior is covered. Part 2 also provides background and evaluation in interventions designed to improve health behavior through changes in the social environment; economic, social and political structures and practices creating barriers to effective interventions. Part 3 investigates behavior change theories directed toward individuals. A variety of health behavior change models targeting psychosocial approaches are presented and the application of these theories into community health education programs are stressed. Students will gain exposure to the use of theory in health education and be introduced to how to translate theoretical models into intervention strategies for program development. [3]

3600. Community Development and Urban Policy. Provides the beginning graduate student with an introduction to theory, practice and research in Community Development (CD) and in urban social policy. It has a laboratory portion in which the student works on a CD project in the local community and uses that to propose to the relevant authorities, a new social policy to implement the findings of the CD project. [3]

3620. Action Research. Specialty core requirement for the Community Development and Social Policy (CDSP) track in the Human and Organizational Development program. The course uses the framework of Kurt Lewin's action research (AP) method in the broader context of Chris Argyris' Action Science. Students do an actual research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of research as a team in a consulting organization. [3]

3630. Proposal Preparation. Proposals are necessary in most organizations when new projects or proposed policies are considered for adoption. This course uses grant proposal writing as a way to operationalize the generic process of proposal preparation. There are three goals: to provide a team work experience consulting with a client organization; to provide the opportunity to analyze a problem and design a program to solve it; and to write a program proposal as a team. [3]

3640. Global Dimensions of Community Development. The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity. [3]

3680. Diverse Populations. This course will focus on the study of value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, social class, race, geography, and developmental state, and how this relates to health status and health service needs. This course will provide students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people. Prerequisite HOD 2890. [3]

3690. Master's Thesis Research. [3]

3750. Consultation in Human Service Settings.   This course is r equired 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]

3870. Thesis Development Seminar. The purpose of course is to help students plan empirical theses. Students must r egister for both Fall and Spring semesters in that or der. Fall will be devoted to the identification of a tentative topic or ar ea of study. Spring will be devoted to developing a draft thesis proposal, including a presentation of the problem, a critical literature review, research questions, a draft methods and appr oach to data analysis sections. [1-3]

3872. Practicum. This course provides an opportunity to integrate theory, knowledge, and skills by applying them to the solution of pr oblems in practicum sites. Pr erequisite: HOD 3000. [1-6]

Individualized Master of Education Option

The individualized Master of Education option is intended to accom - modate students whose educational goals do not correspond to one of our existing M.Ed. programs but are addressed by offerings in more than one existing department or program.

A student interested in pursuing this option must first be admitted to a Peabody department. The student then works with a Peabody faculty member to develop a pr ogram of study including at least 30 cr edit hours, 21 of which must be Peabody courses. The proposed program is submitted to the Associate Dean for Faculty and Programs, who seeks the approval of a committee consisting of Peabody's directors of graduate studies. While individualized and interdisciplinary, the proposed program should have coherence.

Following approval of the proposed program by the directors of graduate studies, the Associate Dean for Faculty and Pr ograms appoints a faculty committee of at least two persons to establish the specific details of the student's program and supervise the student's progress. The student's committee also designs and administers the master's compr ehensive examination or, if applicable, supervises the student's master's thesis. Students completing an individualized master's pr ogram earn an M.Ed. in Human Development.

Students interested in the individualized Master of Education option are encouraged to talk with the Associate Dean for Faculty and Programs before developing a proposed program of studies.

Leadership, Policy, and Organizations

CHAIR James W. Guthrie
DIRECTOR OF GRADUATE STUDIES Mark Berends
PROFESSORS John M. Braxton, Robert L. Crowson, Jr., Ellen B. Goldring, James W.
   Guthrie, James C. Hearn, Stephen P. Heyneman, Joseph Murphy, Andrew C. Porter
PROFESSOR OF THE PRACTICE Janet S. Eyler
ASSOCIATE PROFESSORS Robert Dale Ballou, Mark Berends, R. Wilburn Clouse,
   Constance Bumgarner Gee, Claire E. Smrekar
ASSISTANT PROFESSORS Mark D. Cannon, Laura M. Desimone, William R. Doyle,
   Michael K. McLendon, Thomas M. Smith
ASSISTANT PROFESSORS OF THE PRACTICE David D. Mohning, Steven H. Smartt
SENIOR LECTURERS John A. Bachman, Trish Kelly
LECTURERS Leonard Bradley, Timothy C. Caboni, Michael H. Gavlick, Pearl G. Sims

❧   THE Department of Leadership, Policy, and Organizations takes as its mission "to understand and enhance the social and institutional contexts in which learning occurs." To fulfill this mission, the department engages in multidisciplinary social and behavioral science r esearch, professional development of leaders, and outr each projects. The professional development and leadership pr eparation activities encompass higher education and K–12 schools, public and private institutions, and human services organizations. Programs in the department pr epare students for a variety of professional careers in eight program areas:

> Educational Leadership and Policy (Ed.D.)
> Higher Education Administration (M.Ed.)
> Higher Education Leadership and Policy (Ed.D.)
> Human Resource Development (M.Ed.)
> International Education Policy and Management (M.Ed.)
> Organizational Leadership (M.Ed)
> Education Policy (M.P.P.)
> School Administration (M.Ed.)

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 pr ograms in schools, colleges, and universities; to teach in a variety of educational settings, includ - ing colleges and universities; and to serve in various leadership positions in educational and human services agencies.

Doctoral students in all pr ogram areas complete a r equired core sequence of four courses: Leadership Theory and Behavior; Or ganizational Theory and Behavior; Context of Educational Leadership and Policy; and Learning and Instruction.

Courses offered in the Department of Leadership, Policy , and Organizations are listed beginning on page 91.

Programs in the Department

Educational Leadership and Policy Program (Ed.D.)

Specializations in the Ed.D. pr ogram in Educational Leadership and Policy prepare students to be leaders in educational and nonprofit organizations and to hold central of fice administrative and other pr ofessional positions. Students take courses in leadership and organization and other subjects such as school r eform, instructional leadership, resource allocation and deployment, and analytic data tools. All courses are offered on weekends and are scheduled three weekends per semester. The program is designed for working professionals, and all requirements may be completed in three years.

Doctor of Education Program in Educational Leadership and Policy

Degree Requirements

Year 1
Summer 1
LPO 3450. Leadership Theory and Behavior
LPO 3340. Learning and Instruction

Fall 1
LPO 3452. Organizational Theory and Behavior
LPO 3520. Instructional Leadership

Spring 1
LPO 3900. Decision Analysis I—Logic of Systematic Inquiry
LPO 3460. Context of Educational Leadership and Policy

Year 2
Summer 2
LPO 3904. Decision Analysis II—Quantitative
LPO 3460. Teachers and Teaching

Fall 2
LPO 3902. Decision Analysis III—Qualitative
LPO 3460. Educational Accountability and Student Assessment

Spring 2
LPO 3460. Social Organization and Schooling
LPO 3540. Governance and Politics in Education

Year 3
Summer 3
LPO 3550. K-12 Education Law

Fall 3
LPO 3906. Decision Analysis IV—Program Analysis and Policy Evaluation
LPO 3460. Comparative International Issues in Education

Spring 3
LPO 3500.   Resource Allocation and Deployment
LPO 3460.   Capstone Experience

Higher Education Programs (M.Ed.)

Higher education faculty in the Department of Leadership, Policy, 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.

Master of Education Programs in Higher Education Administration

Students who pursue a master's degree in Higher Education Administration focus on one of four areas of emphasis: college student personnel services, general higher education administration, institutional advancement, or service-learning in higher education. Students who choose to pursue emphases in college student personnel services, general higher education administration, institutional advancement, or service-learning 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.

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 counseling at Peabody College, as well as in other academic programs at Vanderbilt University. Students complete a 36-hour program of classes and practicum experiences (at least two are strongly recommended for all students).

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

HIGHER EDUCATION CORE   *6 hours*
LPO 3700.   Organization and Governance of Higher Education
LPO 3800.   Nature and Function of Higher Education

COLLEGE STUDENT PERSONNEL SERVICES SPECIALIZATION   *9 hours*
LPO 3720.   The College Student: Structure, Processes, and Effects
LPO 3860.   College Student Personnel Services
LPO 3462.   Theories of College Student Development

PRACTICUM IN COLLEGE STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION
    3-6 hours (3 hours required)

ELECTIVES   *9-12 hours*

TOTAL MINIMUM HOURS: *36 hours*

General 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.

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

HIGHER EDUCATION CORE   *6 hours*
LPO 3700.   Organization and Governance of Higher Education
LPO 3800.   Nature and Function of Higher Education

PRACTICUM (2 suggested)   *3-6 hours*
ELECTIVES   18-21 hours

TOTAL MINIMUM HOURS: *36 hours*

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 36-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.

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

HIGHER EDUCATION CORE   *6 hours*
LPO 3700.   Organization and Governance of Higher Education
LPO 3800.   Nature and Function of Higher Education

INSTITUTIONAL ADVANCEMENT SPECIALIZATION   *9 hours*
LPO 3851.   Institutional Advancement Proseminar I

LPO 3852.   Institutional Advancement Proseminar II
LPO 3853.   Strategic Marketing and Planning in Higher Education

PRACTICUM   *3 hours*

ELECTIVES   *12 hours*

TOTAL MINIMUM HOURS: *36 hours*

Service-Learning
The program specialization in service-learning in higher education is de-signed for students with a strong interest in combining their commitment to service with a career in higher education. The 36-hour degree program is designed to prepare students for roles as directors of service-learning centers on campuses, to fill student services positions which include responsibilities for community service, or to act as liaison between faculty and community in academic service-learning programs.

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

HIGHER EDUCATION CORE   *6 hours*
LPO 3700.   Organization and Governance of Higher Education
LPO 3800.   Nature and Function of Higher Education

SERVICE-LEARNING SPECIALIZATION   *9 hours*
LPO 3820.   Service-Learning in Higher Education
LPO 3460.   Planning and Designing Service-Learning Programs
    and one course selected from HOD courses in Community Development, Community
    Psychology, or Community/University Relations

PRACTICUM IN SERVICE-LEARNING IN HIGHER EDUCATION   *3 hours*

ELECTIVES   *12 hours*

TOTAL MINIMUM HOURS: *36 hours*

Doctor of Education Program in Higher Education Leadership and Policy

The goal of the Ed.D. program in Higher Education Leadership and Policy is to equip practitioners with a variety of theoretical and research-based perspectives to assure the effective operation of colleges and universities. Ed.D. students focus on colleges and universities as organizations, the college student experience, public policy and higher education, the economics and finance of higher education, and international higher education. All courses are offered on weekends and are scheduled three weekends per semester. The program is designed for working professionals, and all requirements may be completed in three years.

Degree Requirements

Year 1
Summer 1
LPO 3450.   Leadership Theory and Behavior
LPO 3340.   Learning and Instruction

Fall 1
LPO 3452.   Organizational Theory and Behavior
LPO 3800.   Nature and Function of Higher Education

Spring 1
LPO 3900.   Decision Analysis I – Logic of Systematic Inquiry
LPO 3460.   Context of Educational Leadership and Policy

Year 2
Summer 2
LPO 3904.   Decision Analysis II – Quantitative
LPO 3460.   College and University Management

Fall 2
LPO 3902.   Decision Analysis III – Qualitative
LPO 3460.   Public Policy and Higher Education

Spring 2
LPO 3890.   College and University Finance
LPO 3720.   The College Student

Year 3
Summer 3
LPO 3880.   Law and Higher Education
LPO 3740.   Comparative Issues in Higher Education

Fall 3
LPO 3906.   Decision Analysis IV – Program Analysis and Policy Evaluation
Elective

Spring 3
LPO 3853.   Strategic Marketing for Higher Education
LPO 3460.   Capstone Experience

Human Resource Development Program (M.Ed.)

The Human Resource Development (HRD) program prepares profession-
als 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 impr ove the quality of
work life, facilitate change, and develop pr ograms to increase productivity
and satisfaction for all organization employees.

Master of Education Program
in Human Resource Development

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 and 12 hours of electives selected from related areas. The program concludes with a comprehensive examination.

Degree Requirements

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

HRD CORE REQUIREMENTS   *18 hours*
LPO 3340.   Learning and Performance in Organizations [3]
LPO 3366.   Learning Organizations [3]
LPO 3370.   Design of Human Resource Development Programs [3]
LPO 3371.   Evaluation of Human Resource Development Programs [3]
LPO 3380.   Strategic Human Resources Planning and Business Processes [3]
LPO 3362.   Technology and Learning Organizations [3]

ELECTIVES   *9-12 hours*
Select from (partial list): International Organizations and Economic Development; Instructional Strategies; Consultation Skills; Leadership and Marketing; Analysis of Organizational Effectiveness; Human Capital; Humor, Creativity, and Entrepreneurship; Organizational Development; Management of HRD

PRACTICUM   *0-3 hours*

TOTAL MINIMUM HOURS: *36 hours*

International Education Policy and Management Program (M.Ed.)

Students who pursue a degree in international education policy and management have diverse international career interests and ambitions. Some hope to enter the world of international development assistance; others hope to work for foundations which have international education programs; and still others hope to enter the academic world of international education policy at universities in the U.S. or abroad. The master's program in International Education Policy and Management is designed for those individuals who aspire to these and other international positions. The international education policy and management core courses provide students with a broad exposure to the education policy literature and provide an international context in which students may compare and contrast various education policies and their efficacy from the perspective of multiple countries and education systems.

Organizational Leadership Program (M.Ed.)

The master's program in Organizational Leadership (OL) prepares leaders for private sector positions and leadership roles in nonprofit and government agencies. Students in this program build knowledge and skills focused on understanding the social and political contexts of organizational decision making; use theories and techniques from the social sciences to analyze organizational problems; develop skills to facilitate development of learning organizations; develop skills to manage organizational change and development; and develop skills for conducting research or evaluation within organizations. Students also participate in at least one practicum where they apply what they are learning in an appropriate organizational setting.

Master of Education Program in Organizational Leadership

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior or HOD 3000

Selected courses from the following categories:
Social Context of Leadership   *3 hours*
    LPO 3460.   Policy Seminar
Organization as Learning Environment   *3 hours*
    LPO 3366.   Learning Organizations
Leadership and Organizational Change and Development   *6 hours*
    LPO 3373.   Organizational Development and one additional course
Studying Organizations   *3 hours*
    LPO 3371.   Evaluation of Human Resource Development Programs

PRACTICUM IN LEADERSHIP AND ORGANIZATIONS   *3 hours*

ELECTIVES   *12 hours*

TOTAL MINIMUM HOURS: *36 hours*

Master of Public Policy (M.P.P.) in Education Policy

The master's degree program in Public Policy with a major in Education Policy is a two-year program of professional study leading to the master of public policy (M.P.P.) degree. The program is comprised of five areas of study which include the LPO core, the education policy core, electives, a practicum, and a comprehensive examination.

During the program, students focus on issues of policy using methods of analysis derived from multiple disciplines including sociology, economics, and political science. As a capstone experience, students will complete a six-hour practicum (minimum of 290 hours) focused on their area of interest and complete a major policy paper to be approved by the assigned faculty adviser.

This multidisciplinary program provides participants with a scholarly and applied understanding of the public policy pr ocess as it relates to education. The coursework will pr epare students for car eers as policy analysts and leaders in public service, both in and out of government.Additionally, it will serve as excellent pr eparation for individuals who intend to enter law school.

Master of Public Policy Program with a Major in Education Policy

Degree Requirements

LEADERSHIP, POLICY, AND ORGANIZATIONS CORE   *6 hours*
LPO 3450.   Leadership Theory and Behavior
LPO 3452.   Organizational Theory and Behavior

PUBLIC POLICY AND EDUCATION CORE   *6 hours*
LPO 3500.   Resource Allocation and Deployment
LPO 3540.   Governance and Politics in Education
   or LPO 3700.   Organization and Governance of Higher Education

INQUIRY/RESEARCH TOOLS   *6 hours*
LPO 3910.   Decision Analysis I—The Logic of Inquiry
LPO 3904.   Decision Analysis III—Quantitative Research

ELECTIVES   *12 hours*

CAPSTONE PRACTICUM AND POLICY PAPER   *6 hours*

TOTAL MINIMUM HOURS: *36 hours*

J.D./M.P.P. Combined Program

Juris Doctor/Master of Public Policy Combined Program (J.D./M.P.P.)

Students with strong dual interests in public policy and law may apply to the J.D./M.P.P. joint degree program. Available through Vanderbilt Law School and Peabody College, the joint degr ee can be obtained in four years. Candidates for admission must apply and be accepted separately to each program.

School Administration Program (M.Ed.)

Master of Education Program in School Administration

The master's program in school administration prepares students to be leaders in educational organizations and to hold central office administrative and other positions. Students take courses in administration and organization, and selected subjects such as educational improvement, instructional leadership, organizational theory and behavior, leadership theory, U.S. education reform, resource allocation, and economics of education. 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 School Degrees

Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. degree in Leadership and Policy Studies with specializations in Educational Leadership and Policy, Higher Education Leadership and Policy, and International Education Policy and Management. The goal of these specializations is to prepare professors of educational policy, higher education administration, and school administration. An additional option exists for an individualized program to be crafted in concert with a sponsoring faculty member. Students make application for admission to the Graduate School (see Ph.D. degree). Students who enter the Ph.D. program without a master's degree may also obtain an M.S. degree during their course of study.

Leadership, Policy, and Organizations Courses

OL/HRD Courses (3150-3399)

3150. Political and Organizational Analysis. Introduction to theory and method in implementation analysis. [3]

3340. Learning and Performance in Organizations. Theories of learning with emphasis on adult learning and development and implications for instructional leaders in organizational settings including private sector organizations, colleges, universities, and schools. [3]

3350. Analyzing Organizational Effectiveness. This interdisciplinary leadership course uses case studies to analyze the effectiveness of organizations. Students use accounting, financial, economic, and other data to analyze organizational effectiveness over time, benchmark performance relative to competitors, and assess organizational responses to industry challenges.

Class sessions and assignments will involve the use of computers to access data on the Internet and analyze these data using Excel or similar software. [3]

3360. Instructional Strategies in Human Resource Development. Introduction to a variety of instructional methods used in the training of adults including lectur es, case studies, role playing, simulations, small gr oup exercises, and lear ning instruments. Pr erequisite: HR 3370 or consent of instructor. [3]

3362. Technology and Learning Organizations. 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]

3363. Humor, Creativity, and Entrepreneurship. This course will challenge student assumptions about how individuals live and work in organizations. Specifically, research and concepts involving humor in organizations, cr eative thinking and entrepreneurial behavior will be examined for their relationships to organizational functions. Students will engage in multiple activities including case analyses, discussion gr oups and web based interaction. This course is not open to students who have enr olled previously in the undergraduate section of this course. Open to M.Ed. students only. [3]

3364. Advanced Human Resource Development and T echnical 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 futur e issues facing HRD pr ofessionals, including learning organizations' adaptation of global envir onments. Intended for doctoral or master 's students late in program. [3]

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

3370. Design of Human Resource Development Programs. The design and evaluation of adult learning programs in or ganizations. Topics include planning for organization impact, analysis, design, development, evaluation, and follow-up on training and development pr o-grams. 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 envir onment. Special attention to integration of evaluation and design process, evaluation strategies, measuring results, assessing return on training investment, and the r ole of evaluation in securing management suppor t 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 (r ole conflict, role negotiation, training vs. non-training solutions), and evaluation. [3]

3373. Organizational Development. The study of broad change in organizations as it r elates to the human r esource 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 as well as 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. Strategic Human Resources Planning and Business Processes. 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]

3382. Executive Coaching. This course provides an understanding of the main roles, applications, and specializations of executive coaching. It includes a variety of behavioral theories and explores their implications for appropriate assessment techniques, goal-setting activities, well-designed interventions, and feedback processes. Students develop the tools necessary to develop an effective executive coaching process. [3]

3385. International Organizations and Economic Development. This course will begin with reading of major contributors to human capital theories in the 1950s from both market and planned economies. It will then move on to cover issues of educational planning and the different methods to answer questions of how much a society should invest in education. Designed as a survey of issues, the course will familiarize students with the different views over investing in education, the methods to evaluate the effectiveness of those investments, and the analytic trends within international agencies and national governments when education investments are rationalized. [3]

3390. Organizational and Corporate Communication. This course examines the ways in which communication/public relations theories and principles are applied to specific organizational situations. For those planning a career in public relations, this course will serve as an introduction and foundation. For those interested in leadership positions, the theories, tools, and processes are integral to broad organizational success. [3]

LPO Core Courses (3400-3465)

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]

3452. Organizational Theory and Behavior. Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, effectiveness) that modern complex organizations face. [3]

3460-3465 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
3465. Special Topics in Organizational Leadership

Individual Study (3470-3499)

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

3480. Principal's Leadership Academy of Nashville (PLAN) Seminar . This seminar is for members of the Principal's Leadership Academy. Seminar participants will focus on school improvement processes to propel learning and teaching. Students will acquire knowledge, skills and attitudes that will enhance their abilities as leaders to impar t purpose to propel learning. May be repeated for up to 6 hours of credit. Consent of instructor required. [1-6]

Educational Leadership and Policy/School Administration Core Courses (3500-3599)

3500. Resource Allocation and Deployment. This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. "Resource," in this context principally , but not exclusively , refers to financial r esource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation. [3]

3505. K-12 Education Finance. This class focuses on the funding of K-12 finance with an emphasis on underlying social, political, and economic values associated with planning, developing, and delivering educational programs. Students also examine how these values are pursued programmatically with an emphasis on how r evenues are generated, distributed, and budgeted to achieve desired educational outcomes. [3]

3510. U.S. Education Reform. This course is designed to (1) increase students' familiarity with and understanding of select key issues in current school reform efforts; (2) enable students to systematically evaluate research on both sides of debates about particular types of school reforms, such as comprehensive school reform and standards-based reform; (3) increase students' ability to access and pr operly use research on school r eform to inform analysis, evaluation, decision-making, and implementation; and (4) impr ove students' skills in oral and written analysis and presentation. [3]

3512. International Innovations in K-12 Policy Reform Schooling is now compulsor y throughout the world, but rarely are the resources sufficient to fund it adequately. Schooling in democracies takes on similar characteristics in the ef fort to respond to the public's open demands. This course reviews the policy changes of school systems in meeting these two challenges. The course concentrates on W estern Europe, but expands to Asia, Africa, Latin America, the Middle East and North Africa, and Eastern Europe and Central Asia depending on student interest. [3]

3520. Instructional Leadership. Examines issues of school impr ovement and instructional leadership from the perspective of effective schools literature. [3]

3530. Economics of Education. This course focuses on pr oblems of the American educational system. Most attention will be paid to primar y and secondary education (grades K–12), although some issues in higher education will also be examined. The goal of the course is not merely to study what economists have said about the pr oblems of American education, but

also to understand (and use) economic tools of analysis. These tools ar e of wide applicability and illuminate educational policies and practices (and much else) in all nations and societies. Although the focus is on the U.S., the course will be valuable to students whose principal interest is in international issues and educational systems abroad. [3]

3540. Governance and Politics in Education. This course deals with a central question in political science and public policy—how can public institutions be r edesigned to improve accountability? This question is examined with par ticular attention to governance and politics in public school systems. Specifically, students will examine three sets of issues: (1) What is the role of politics in allocating resources in public schools? (2) What are key political challenges in the governance of urban school systems? (3) What is the politics of school choice? [3]

3550. K-12 Education Law. Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation pr oblems, procedures, court decisions, and how to read a case. [3]

Educational Leadership and Policy/School Administration Elective Courses (3600-3699)

3600. 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]

3620. Doctoral Seminar in Education Policy. This course offers an "analytical foundation" for doctoral students who are interested in policy research. This seminar is open to doctoral students at various stages of the disser tation project—ranging from initial exploration of topics to the more advanced phase of drafting dissertation chapters. The course is designed to enhance analytical skills of doctoral students including: (1) To develop a systematic understanding of the intellectual evolution of various key concepts in the field of educational policy governance, politics, and organization; (2) T o examine, in a critically constr uctive fashion, various theor etical approaches; (3) To learn about current debate on major issues in policy r esearch; (4) To improve the organization of writing an academic research paper in educational policy. [3]

3630. Public Policy, the Arts, and Art Education. This course is designed to (1) acquaint students with the origins and evolving character of public funding for the ar ts in the United States; (2) introduce a wide range of cur rent arts and arts education policy issues; and (3) pr ovide a broad context within which rationales for and consequences of various forms of arts funding and programming can be explored and analyzed. We will delve into popular beliefs about the public and private purposes and significance of ar t in a democratic society. Different perspectives on the purposes, content, and deliver y of K–12 arts education will be offered as participants consider the role of public education in the public's support (or non-support) of the arts. [3]

3640. Education and Economic Development. This course reviews the history and application of human capital theory. It provides students with examples of its application in economic development policy and gives practice in applying common statistical models. It exposes students to current debates in education policy in the World Bank and other international organizations which result from those models. [3]

Higher Education Leadership and Policy/Higher Education Administration Core Courses

3700. Organization and Governance of Higher Education. 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]

3705. College and University Management. The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. [3]

3710. The Academic Profession: Structure and Roles. 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]

3720. The 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]

3730. State and Federal Government and Higher Education. This course is a seminar for advanced graduate students which focuses on the intersection of institutions, actors, and processes that result in the formation of public policy for higher education at both the state and federal levels of American government. It pursues this focus by examining the fluid political environment in which government operates, the fundamental conflicts governments act to mediate, the governmental process by which policies are formulated, and the outcomes of policies that are enacted. The course emphasizes both the varied theoretical perspectives on the formation of higher education policy and the numerous contemporary policy challenges confronting campus and state officials. [3]

3740. Comparative Issues in 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]

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]

Higher Education Leadership and Policy/Higher Education Administration Elective Courses

3750. Social and Racial/Ethnic Diversity. 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]

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. Service-Learning in Higher Education. This class engages students in the analysis and application of the theory of service-learning, i.e., the integration of community service and related academic study. Students will assist a service-learning program in higher education (or K–12, if appropriate) with planning, implementation, or evaluation, and integrate this experience with study of current theory and research. [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]

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 uses case studies. [3]

3854. Crises in Higher Education: Analysis and Action. This course will explore how colleges and universities prepare for and respond to crisis situations. Specific institutional crises will be examined from multiple theoretical perspectives drawn from political science, organizational theory, law and other disciplines. Students will engage in case studies, analyses of current events, and participation in a crisis simulation. [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, and 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]

Methods Courses (3900-3929)

3900. Decision Analysis I—Logic of Systematic Inquiry. 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]

3902. Decision Analysis III—Qualitative Research. 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]

3904. Decision Analysis II—Quantitative Research. 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]

3906. Decision Analysis IV—Education Policy and Program Evaluation. This course is designed to: (1) introduce students to concepts and methods of program evaluation; (2) enable students to design, analyze, and interpret program evaluations, based upon appropriateness and rigor of the study's theoretical framework, design methodology, and analysis; (3) build students' understanding of the politics of program and policy evaluation, and its role in mediating the impact of evaluation on policy; and (4) improve students' skills in oral and written analysis and presentation. [3]

3908. Decision Analysis V—Survey Methods. 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]

3910. Modeling Context Effects in Educational Organizations. This seminar explores the methodological challenges and substantive implications of studying schools as complex organizations. Substantively, this course covers the literature on school effects, moving from early input-output studies to current research that examines the organizational context of schools, particularly the impact of within- and between-school stratification on student outcomes. Methodologically, this course provides an introduction to hierarchical linear modeling, including the conceptual background of hierarchical models, preparing data sets for use with HLM software, using the HLM software, strategies for analysis of data, applications of two- and three-level models, interpreting HLM output, and presenting results. [3]

Individual Study Courses (3930-3990)

3930-3935. 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
3935. Research in Organizational Leadership

3940-3945. 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
3945. Field Experiences in Organizational Leadership

3950-3955. 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
3955. Practicum in Organizational Leadership

3960-3965. 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
3965. Internship in Organizational Leadership

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

3990. Doctoral Dissertation.

Psychology and Human Development

CHAIR Kathleen V. Hoover-Dempsey
DIRECTOR OF GRADUATE STUDIES David A. Cole
DIRECTOR OF UNDERGRADUATE STUDIES Craig A. Smith
PROFESSORS Camilla P. Benbow, Leonard Bickman, Thomas H. Carr, David A. Cole, Bruce E. Compas, David S. Cordray, Paul R. Dokecki, Elisabeth May Dykens, Dale C. Farran, Judy Garber, James H. Hogge, Steven D. Hollon, Ann P. Kaiser, David Lubinski, John J. Rieser, Howard M. Sandler, James M. Steiger, Wendy Stone, Tedra Ann Walden, Kenneth A. Wallston, Lynn S. Walker
ASSOCIATE PROFESSORS Kathleen V. Hoover-Dempsey, Robert B. Innes, Daniel T. Levin, Laura R. Novick, Craig A. Smith, Bahr Weiss
RESEARCH ASSOCIATE PROFESSOR Georgine M. Pion
ASSISTANT PROFESSORS Jessica W. Giles, Bethany Rittle-Johnson, Megan Saylor, Georgene L. Troseth
ASSISTANT CLINICAL PROFESSORS Vicki S. Harris, Patti Parkison van Eys
RESEARCH ASSISTANT PROFESSORS Julia Noland, Chase A. Lesane-Brown

❧   THE Department of Psychology and Human Development of fers 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*. Additionally, the department offers an M.Ed. program in Child Studies.

Degree programs in the department emphasize basic r esearch 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 r esearch skills to bear upon societal pr oblems, especially those amenable to intervention during the early years of life. Areas of specialization include clinical psychology , developmental psychology, cognitive studies, and quantitative methods.

Courses offered in the Department of Psychology and Human Development are listed beginning on page 101.

Master of Science

General Psychology (M.S. in Psychology)

Master of Education

Child Studies (M.Ed. in Child Studies)

The Master of Education (M.Ed.) in Child Studies is designed to give strong undergraduate students graduate preparation and related supervisory experience pertinent to career development or further graduate/professional study involving childr en, adolescents, families, schools, and related community services.

Doctor of Philosophy

Clinical Psychology (Ph.D. in Psychology)

The training program in clinical psychology has a major focus on chil - dren, youth, and families. The frame of r eference is a developmental ap - proach 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 str ong commitment to the scientist-pr ofessional model for training, with emphasis on research and scholarship.

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, childr en, 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 pr ogram focuses on laboratory- and field-based research into cognitive pr ocesses as they occur in the laboratory and in formal and informal learning situations. The pr ogram emphasizes active involvement in research and professional activities, including the presentation of research. There is a commitment to maintaining an atmospher e of intellectual curiosity oriented towar d collaborative as well as individual pursuits, and students ar e strongly encouraged to have contact with faculty in related program areas. Areas of research emphasis include the study of cognition, instr uction, and technology; cognitive development; expert-novice performances and individual differences in cognitive skills; family and community contexts for learning; language and text pr ocessing; 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 pr ovide 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 pr ogram will be able to provide instruction in quantitative and r esearch methods at both the graduate and undergraduate levels.

Psychology and Human Development Courses

2310. Educational Psychology. Applications of psychological theories and r esearch to classroom settings. Cognitive development, problem solving and critical thinking, lear ning 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 r elationships; school achievement and organization; choices and decision making related to work. [3]

2470. Community Psychology. (Also listed as HOD 3470) Literature and research in community psychology. History of the specialty , theories of community , models of intervention, community research strategies, ethnopsychology, and community development. [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]

2890. Ethics for Human Development Professionals. (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]

3600. Applied Child Studies. Survey of theories and research advances in child development from birth through adolescence. Emphasis on application of developmental science and knowledge to practical situations (e.g., parenting, teaching and learning, youth development programs, divorce, childcare and preschool programs, children in hospitals). [3]

3610. Advanced Applied Child Studies. This advanced seminar offers students the opportunity to develop a greater understanding of the role of the academic community in the promotion of positive youth and family development. Drawing on relevant theory, research, and applications, students learn how community agencies and academic scholars integrate science and practice in service delivery, program innovation, and policy making. [3]

3890. Independent Study in Applied Child Sciences. [3]

3900. Child Development Practicum/Field Experience. Supervised on-site experience in a professional role. Course builds on students' core knowledge of children and their development through the integration of theory, research, and practice. Applied work is grounded in evidence-based best practices developmental research. Students serve as educators, research associates, or other members of professional teams in such diverse settings as children's hospitals, school systems, early intervention programs, advocacy, university research teams, governmental agencies, or nonprofit groups. [3-6]

3960. Internship in Applied Child Studies. [1-3]

3980. Directed Research in Applied Child Studies. [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]

301P. Methods of Psychological Research. [3]

303P. Research Methods in Developmental Psychology. [3]

304P. Field Research Methods. [3]

305P. Research Methods in Child Clinical Psychology. [3]

309P. Introduction to Statistical Inference.

310P. Statistical Inference. [3]

311P. Experimental Design. [3]

312P. Multivariate Statistics. [3]

313P. Correlation and Regression. [3]

314P. Structural Equation Modeling. [3]

315P. Program Evaluation. [3]

317P. Psychological Measurement. [3]

318P. Individual Differences. [3]

319P. Advanced Seminar in Measurement, Statistics, and Evaluation. [1–3]

325P. Proseminar in Mental Retardation. [1]

334P. Psychological Foundations of Education. [3]

336P. Behavioral Pediatrics and Child Health Psychology. [3]

338P. Family Therapy. [3]

339P. Advanced Seminar in Educational Psychology. [1–3]

340P. Psychopathology. [3]

343P. Psychological Assessment. [3]

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]

375P. Social Psychology. [3]

378P. Current Research in Social Psychology. [3]

379P. Advanced Seminar in Personality and Social Psychology. [1–3]

380P. Assessment of Intellectual Functioning. [3]

381P. Cognitive Theories of Mathematical Learning. [3]

382P. Assessment of Personality. [3]

384P. Intervention: Basic Issues. [3]

386P. Psychological Intervention with Children. [3]

389P. Seminar on Psychological Issues and Ethics. [3]

390P. Clinical Applications and Practicum I. [3]

391P. Clinical Applications and Practicum II. [1]

392P. Clinical Psychology Internship. [1]

396P. Special Topics in Psychology. [1–4]

397P. Readings and Research in Psychology. [1–3]

399P. Ph.D. Dissertation Research. [1–10]

Special Education

CHAIR OF THE DEPARTMENT Daniel J. Reschly
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ASSOCIATE PROFESSOR OF THE PRACTICE Kimberly J. Paulsen
ASSISTANT PROFESSOR OF THE PRACTICE Ruth A. Wolery
ASSISTANT CLINICAL PROFESSOR Sally M. Barton-Arwood

❧ THE Department of Special Education prepares students for various roles in special education. Pr eparation programs combine University-based and field-based experiences and pr ovide opportunities for active involvement in instruction, assessment and evaluation, applied r esearch, 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 ar e listed beginning on page 106.

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, r ehabilitation, physical education, physical therapy, occupational therapy, home economics, social welfar e, 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.

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. Twelve (12) additional hours are required for students who are *not* already licensed to teach.

High Incidence Program

GENERIC CORE.   *9 hours*
SPED 3000, 3210, 3820 or 3825

METHODS AND SPECIALIZATION.   *20 hours*
SPED 3230, 3830, 3840 or 3845, 3860, 3870, 3880.

One of the following: SPED 3800, 3810

FIELD WORK.   *4 hours*
SPED 3120, 3130

Comprehensive Program

GENERIC CORE.   *6 hours*
SPED 3000, 3210

METHODS AND SPECIALIZATION.   *15 hours*
SpEd 3030, 3300, 3330, 3360, 3600

ELECTIVES.   *6 hours*

FIELD WORK.   *6 hours*
SPED 3120, 3130

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, 3130

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, 3130

Special Education Courses

2500. Sensory Perception, Anatomy, Physiology and Hygiene of Eye. Medical lectures and laboratory demonstrations by an ophthalmologist, with educational implications pr e-sented 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 W riting. 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]

3017. Experimental Analysis of Behavior. Overview of basic behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, schedules of reinforcement, establishing operations, multioperant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, behavioral pharmacology, and remembering/forgetting. The course also focuses on research methodologies and the critical analysis of research. Students apply their skills using computer based simulations of laboratory experiments. [3]

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.)

3050. Augmentative and Alternative Communication. This course is designed to provide an overview of the field of augmentative and alternative communication (AAC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of the theories that are important to the understanding of appropriate uses of ACC systems, and the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include guidelines for selecting, implementing, using, and monitoring the use of ACC systems. [3]

3060. Cultural Diversity in American Education. Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. FALL. [3] Artiles.

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)

3080. High Poverty Youth: Improving Outcomes. Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

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]

3230. Research Methods in Special Education. Students will learn the purposes, proce-dures, and processes of conducting research on educational and psychological issues of exceptional children and educational programs. Includes the study of terminology and re-search methods (both quantitative and qualitative) and "hands on" application of methods in small-scale pilot studies within the classroom. Some study of statistical procedures is in-cluded, but the practical methods and simple computer analyses are emphasized over for-mulas and mathematical calculations. [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 informa-tion 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 nat-ural community-based settings. Methods for developing, implementing, and evaluating in-dividualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation leisure, voca-tional 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. Pre-requisite: 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 de-velopment 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 condi-tions, including neurological impairments resulting in physical disabilities, sensory impair-ments, 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]

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

3400. Foundations of Early Childhood Special Education. Provides the historical, legal, and theoretical foundations of early intervention/early childhood special education for infants, tod-dlers, and preschoolers with disabilities. Includes recommended practices related to assess-ment and instruction for early childhood classes. Discusses typical and atypical development, assessment to identify goals and outcomes, and strategies for promoting development. [3]

3410. Recommended Practices in Early Childhood Special Education. Provides informa-tion on typical and atypical development of infants, toddlers, and preschoolers with disabili-ties. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other profes-sionals in service sites. [3]

3420. Recommended Practices in Early Elementary Grades for Children with Disabilities. Provides information on typical and atypical development of early elementary children with disabilities. Includes discussions of the general education curriculum (literacy, mathematics, social studies, and science) and recommended practices in adapting that curriculum for children with disabilities. [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 issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. [3] (Not currently offered)

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] (Not currently offered)

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]

3825. Educational Testing, Assessment, and Accountability. In-depth analysis of testing, assessment, and accountability applied to general and special education. Analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. [3]

3830. Advanced Instructional Principles and Procedures in Mathematics and Learning Strategies for Students with Disabilities. The purpose of this course is to teach students principles of remediation in mathematics for students with disabilities and those at risk for academic failure. Throughout the course, emphasis is placed on instructional procedures and use of manipulatives for establishing a remedial instruction program in mathematics. While the main focus of this course is on math, it is also designed to emphasize instruction in content area courses (e.g., science, history, business). [3]

3840. Instructional Principles and Procedures in Reading and Writing for Students with Disabilities. Presents empirically validated instructional procedures to address the reading and writing deficits of students with disabilities. Focuses on explicit teaching procedures, direct instruction, and instructional design principles that apply to reading and writing. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. [3]

3845. Advanced Principles and Procedures in Reading and Writing for Students with Disabilities. This course focuses on the etiology and treatment of developmental reading and writing problems in children. Methods for designing effective instruction/interventions, principles that apply for defining current level of functioning, and monitoring learner progress are emphasized. [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 inter disciplinary consultation strategies involving parents, medical, vocational, car eer, and social work pr ofessionals. 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 lear ners with behavior pr oblems who are served by consultant, r esource, and self-contained teachers. Students ar e 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]

3880. Teaching Special Education in Secondary Schools. This course consists of two components. The first focuses on an over view of special education in secondar y schools. Emphasis will be placed on specific secondar y models, characteristics of high school students with disabilities, and dr opout prevention. The second focuses on empirically-based test taking, study, self-monitoring, and self-advocacy strategies. Accommodations for students with disabilities within content areas are also emphasized.[2].

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

3931. Seminar: Behavioral Research in Education of the V isually 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 pr oblems. 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 pr ofessional role. Opportunity to demonstrate advanced competencies while ser ving 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.

Teaching and Learning

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PROFESSORS EMERITI Jerold P. Bauch, Carolyn M. Evertson, Elizabeth Spencer Goldman,
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ASSISTANT CLINICAL PROFESSORS Tisha L. Bennett, Ana Christina Iddings, Karon Jean
    Nicol-LeCompte
ASSISTANT PROFESSORS OF THE PRACTICE Amy B. Palmeri, Marie Hardenbrook
SENIOR LECTURER Camille B. Holt

❧ A PROFESSIONAL degree program leading to the Master of Education is offered through the department.

The M.Ed. is intended for students seeking initial licensure or upgrading knowledge and skills by attaining an advanced degree, or others interested in education. 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, and secondary education.

The Graduate School offers the Master of Arts in Teaching, and the Doctor of Philosophy in Learning, Teaching, and Diversity degrees through the department. 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 117.

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 based on previous course work to meet 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 in Tennessee are required to pass appropriate PRAXIS examinations.

For additional information, see the chapter on Licensure for Teaching.

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 3030.   Sociology of the Classroom
EDUC 3050.   Advanced Social and Philosophical Aspects of Education
EDUC 3220.   Parents, the School, and the Community

B.   BEHAVIORAL STUDIES
EDUC 3860.   Culture, Cognition, and Technology
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 3210.   Instructional Programs for Young Children
EDUC 3500.   Foundations of Education
EDUC 3510.   Advanced Teaching in Secondary Schools
EDUC 3610.   Curriculum Foundation
EDUC 3620.   Principles of Curriculum Development:
EDUC 3800.   Classroom Technologies: Theory and Applications Development

D.   ASSESSMENT AND RESEARCH TOOLS
EDUC 3170.   Analysis of Teaching
EDUC 3970.   Master's Thesis in Education [3]

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 3610, 3620
   One course in Leadership, Policy, and Organizations
   Remaining course work from an area of specialization

ELECTIVES.   *3 hours*

Early Childhood Education Major (without licensure)

MAJOR.   *18 hours*
EDUC 3200, 3210, and 3220
Major Electives: EDUC 2130, 3180, 3230, 3240, 3390, 3412, 3413, 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
Special Education

ELECTIVES.   3 hours

Elementary Education Major (without licensure)

MAJOR.   *15 hours*
Curriculum and Instructional Design. *3 hours* from: EDUC 3800, 3300, 3500, 3610

FIELD WORK.   *3 hours* from any practicum or field experience course

TEACHING METHODS. *At least one course from three different areas:*
Mathematics. MTED 3250, 3910
Language Arts. ENED 3000, 3040, 3500; EDUC 3460
Reading. EDUC 3370, 3390, 3416, 3420, 3450
Science. SCED 3250, 3300
Social Studies. SSED 3250

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 2400, 3020, 3220, 3370, 3890, 3900;
    EDUC 3460
Reading, Language, and Composition.   *6 hours* from EDUC 3420, 3450, 3460, 3470;
    ENED 3020
Language.   *3 hours* from ENED 3040; Soc 202, Anthro 203, HearSp 304
Multicultural Education/Cultural Diversity.   *3 hours* from Hist 279, 280; Relig 3514; Soc
    250, 255, LPO 3750; EDUC 3060

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, and appropriate mathematics education courses

ELECTIVES.   *3 hours*

Reading Education Major

Focus on developmental r eading and on diagnosis and corr ection of reading disabilities. Designed to meet standar ds suggested by the International Reading Association and NCATE accrediting standards.

MAJOR.   *15 hours*
Reading courses from the following categories:
Foundation or Survey of Reading. ENED 3400; EDUC 3370, 3380, 3390, 3412, 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 3416, 3450; ENED 3040;
    SPED3600

ELECTIVES.   *6 hours*

Science Education Major (without licensure)

MAJOR.   *18 hours*
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*

Graduate Degrees

Doctor of Philosophy

The Graduate School through the department administers graduate programs leading to the Ph.D. in Learning, Teaching, and Diversity with a specialization in Language, Literacy, and Culture; Development, Learning, and Diversity; or Mathematics and Science Education. Students apply for admission to the Graduate School (see Graduate Degree Programs in the Degree Programs chapter).

Teaching and Learning Courses

Education

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. Language and Literacy Learning in Young Children. Examines sociocultural and cognitive theories of language learning, theoretical models of the reading and writing processes, and interconnections between reading, writing, speaking, listening, and alternate communications systems such as art, drama, and dramatic play. Emphasizes patterns of reading and writing for children from birth to age 8 and relates these to features of learning environments. Observation and assessment strategies are introduced. [3]

2130. Curriculum Programming: Birth–Age 3. Focus on programs for the the teaching of infants and toddlers. Students will learn how to support the physical, social, emotional, language, and cognitive development of infants and toddlers in out-of-home settings and to understand individual differences in development and to support those differences through appropriate planning. A 20-hour practicum enables students to interact with very young children in a group environment. [3]

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

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

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]

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]

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]

3003. Internship in Teaching: Music. Observation, participation, and teaching in graduate intern centers and/or schools K-12. Post-baccalaureate equivalent of student teaching. [6]

3004. Internship Seminar: Music. Seminar to accompany EDUC 3003. [1]

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]

3040. Teaching as a Social Practice. This course provides an investigation into teaching as situated in the social context of the school and school district. Classroom observation in tandem with a series of readings are the basis of the course. Assignments are intended to provide students opportunities to coordinate important aspects of the readings wiht observations of practice. [3] McClain.

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]

3070. Inquiry into Education. An introduction to the function and means of various practices of educational research. Promotes understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies,

and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data. Presents issues of procedure or design and related issues of validity: construct definition and data generation, instrumentation and data collection; and data quality, meaning, appropriateness, credibility, and inferences made based on data. [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]

3120. Learning and Instruction. Introduces theories of learning and explores their utility for the design of learning environments. Contrasts socio-cultural and cognitive approaches toward concepts and categories, problem solving, and model-based reasoning. [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]

3150. Advanced Science and Social Studies Curriculum in Early Childhood Education. An integrated study of the development of young children's scientific and historical ideas, early childhood science and social studies curriculum, and strategies for effective science and social studies instruction. The course will draw from and build upon current research and exemplary practice. [4]

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]

3180. Observation and Curriculum Planning. Survey of a variety of observation and assessment techniques used to inform curriculum planning for young children. The focus of the course is on using formative assessment to plan instruction based on students' developing understandings. Also considers (1) use of formative assessment, (2) relations between formative and summative assessment, (3) working with other professionals to plan and conduct assessments, and (4) ways to collaborate and communicate with families. [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]

3261. ECE Practicum: Classroom Organization, Management, and Teaching. This course is designed to provide students with the opportunity to integrate knowledge, theory, and teaching strategies learned in prior courses with the practice of observing, managing, and teaching in an early childhood classroom. The course consists both of classes that meet on campus during the first five weeks of the semester and of practicum experiences that are completed during the last nine or ten weeks. [1]

3262. ECE Practicum: Classroom Organization, Management, and Teaching. This course is designed to provide students with the opportunity to integrate knowledge, theory, and teaching strategies learned in prior courses with the practice of observing, managing, and teaching in an early childhood classroom. The course consists both of classes that meet on campus during the first five weeks of the semester and of practicum experiences that are completed during the last nine or ten weeks. [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. Literacy Assessment and Professional Development. Study of literacy assessment research and practices, multiple opportunities for collecting and analyzing data using multiple assessment tools, and methods for implementing diagnostic findings in preK-12 settings, emphasizing corrective instruction. Attention is given to professional development of teachers and para-professionals in areas of literacy development and methods for communicating the use of assessment information to guide instructional decisions. [3] Risko.

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 development of theory and research related to literacy development, with an emphasis on reading/writing processes and instruction. [3] Rowe.

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]

3412. Literacy Learning in Early Childhood: Theory and Research. This course explores literacy learning in the early years between birth and age 8. Seminal and cutting-edge research will be analyzed through multiple theoretical lenses with emphasis on sociocultural, sociosemiotic, and sociocognitive perspectives. [3]

3413. Creating Literacy Environments for Young Children. This course will explore theory and research on supportive literacy learning environments in preschool and early elementary classrooms. Students will learn to use observations of children and families as a basis for planning holistic literacy experiences that are child-centered and culturally sensitive. [3]

3416. Theory and Practice of Literacy Education in Elementary Grades. Introduces curricular methods of teaching reading and language arts in elementary grades with emphasis on a theoretical and research base for classroom practice. Intended for master's degree candidates seeking initial licensure in elementary education. [3]

3420. Literacy for Diverse and Special Needs Learners. Emphasis on theories, research, 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, and communicating with professionals, parents, and para-professionals. [3] Risko.

3430. Diverse and Special Needs Learner Practicum. Students plan and conduct literacy instruction for students with serious reading/writing difficulties. Emphasis on analysis of multiple forms of data and instructional decisions and communication of these analyses with teachers, families, and para-professionals; implications for professional development are derived and communicated. [2–4]

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

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. Foundations of Education. 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 in included. [3]

3610. Curriculum Foundations. Critical analysis of historical and contemporary curriculum research, theory, and practice in public schools and other learning contexts. [3]

3620. Principles of Curriculum Development. Examining curriculum theory and practice on multiple levels in designing responsive curricula. Emphasis on understanding complex processes in curriculum development. [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 hyper media will be topics for discussion and project development. Previous microcomputer experience required. Prerequisite: EDUC 2050 or consent of instructor. [3]

3860. 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]

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]

3930–3935. 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.
3935. Research in Instructional Technology.

3940–3945. 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.
3945. Field Experiences in Instructional Technology.

3950–3955. 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.
3955. Practicum in Instructional Technology.

3960–3965. 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.
3965. Internship in Instructional Technology.

3970. Master's Thesis in Education. Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1–3]

3990. Doctoral Dissertation.

English Education

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

2360. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: ENED 3370. [3]

2400. Seminar in English Education. Explores methods of teaching the English language arts in secondary schools with an emphasis on student assessment, effective 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]

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

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]

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]

3370. 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: ENED 2360. [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. [1–3]

3990. Doctoral Dissertation.

Foreign Language Education

2360. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: FLED 2370. [3]

2370. Teaching Foreign Language in Secondary Schools. Fundamentals of language learning and techniques of teaching for eign language in the secondar y school. Required for secondary school licensure in a foreign language. Prerequisite: EDUC 2310 or consent of instructor. Corequisite: FLED 2360. [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]

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

Humanities Education

2150. Arts Education for Young Children. This course is designed to acquaint the early childhood teacher with concepts, techniques, and materials for cr eating opportunities for young children to learn about the visual arts and music. Strategies for incorporating art ac- tivities into group settings will be explored, as well as accommodating individual diferences in young children's interest in and responsiveness to the arts. [2]

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 human- ities education. May be repeated. [1–3]

2960. Individual Study in Humanities Education. Semi-independent study on selected topics in humanities education. May be r epeated. Consent of faculty super visor required. [1–3]

3150. Literature and the Arts for Young Children. This course is designed to provide stu- dents with an understanding of the development of childr en's competency with literatur e and the trajectory of children's interactions with ar tistic expression. Included in such inte- grated study is the selection and evaluation of various genr es of literature for young chil- dren. Students will explor e innovative strategies for incorporating meaningful literature-based arts experiences into group settings with young learners. [3]

Mathematics Education

2360. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: MTED 3370. [3]

2800. Computers, Teaching, and Mathematical Visualization. Examining the 7–14 math- ematics curriculum as a body of ideas that students can develop over time and the use of computer environments to support teaching and learning them. [3]

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

3150. Advanced Teaching of Mathematics for Young Children. Young children's mathematical thinking and learning, as well as ways to support that learning, are investigated. Emphasis is given to how children develop increasingly sophisticated additive structures (including pre number and early number concepts, place value, and strategies for single- and double-digit computation), measurement, geometry and spatial sense, patterns and algebra, and data analysis and statistics.

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]

3370. 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: MTED 2360. [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. [1–3]

3990. Doctoral Dissertation.

Science Education

2360. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SCED 3370. [3]

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

3007. Internship Seminar Secondary. Seminar to accompany EDUC 3002. [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: SCED 2360. [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. [1–3]

3990. Doctoral Dissertation.

Social Studies Education

2360. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SSED 3370. [3]

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

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]

3370. 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: SSED 2360. [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]

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