



# Peabody College

Vanderbilt  
University  
2011/2012

Archived 2011/2012  
Peabody Catalog

Containing general information  
and courses of study  
for the 2011/2012 session  
corrected to 1 July 2011  
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 noncurricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*, which is on the Vanderbilt website at [www.vanderbilt.edu/student\\_handbook](http://www.vanderbilt.edu/student_handbook).

#### NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the University's nondiscrimination policy. Inquiries or complaints should be directed to the Equal Opportunity, Affirmative Action, and Disability Services Department, Baker Building, PMB 401809, Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); Fax (615) 343-4969.

The text of this publication is printed on paper with 30% post-consumer recycled content with ink made from renewable resources.



Copyright © 2011 Vanderbilt University

Printed in the United States of America

# Contents

---

<b>Calendar</b>	<b>4</b>
<b>Education and Human Development at Vanderbilt</b>	<b>5</b>
Research Centers and Outreach Programs	5
Facilities	7
The University	7
<b>Life at Vanderbilt</b>	<b>9</b>
<b>Degree Programs</b>	<b>16</b>
Professional Degree Programs	16
Graduate Degree Programs	19
<b>Licensure for Teaching</b>	<b>20</b>
<b>Academic Regulations</b>	<b>25</b>
<b>Admission</b>	<b>28</b>
<b>Financial Information</b>	<b>30</b>
<b>Courses of Study</b>	<b>33</b>
Human and Organizational Development	33
Leadership, Policy, and Organizations	36
Psychology and Human Development	40
Special Education	41
Teaching and Learning	43
Courses	46
<b>Administration and Faculty</b>	<b>63</b>
<b>Index</b>	<b>71</b>

---

Archived 2011/2012  
Peabody Catalog

## **Calendar 2011/2012**

### FALL SEMESTER 2011

Classes begin / Wednesday 24 August

October Break / Thursday 6 October–Friday 7 October

Homecoming / Saturday 22 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 2012

Classes begin / Wednesday 9 January

Spring holidays / Saturday 3 March–Sunday 11 March

Classes end / Monday 23 April

Reading days and examinations / Tuesday 24 April–Thursday 3 May

Commencement / Friday 11 May

Archived 2011/2012  
Peabody Catalog

# 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 1,200 undergraduates. The full-time teaching faculty numbers 166. Many faculty members are nationally recognized for their research, while others serve as editors of scholarly journals and leaders of professional organizations. Twelve 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 theoretical 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, 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

### **African American Mental Health Research Scientist (AAMHRS) Consortium**

The AAMHRS Consortium represents a national effort on the part of experienced and committed social, behavioral, clinical, prevention/intervention, and medical mental health research scientists to increase the numbers of competitive grant applications African American research scientists submit to the National Institute of Mental Health (NIMH), advance the overall participation level of African American mental health researchers in NIMH initiatives and programs, foster the development of high-quality individual and collaborative mental health research on racial/ethnic minority populations, and build a supportive research network for emerging African American mental health research scientists.

### **Center for Community Studies**

The Center for Community Studies is dedicated to strengthening human community. The multidisciplinary center is composed of 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.

### **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. 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 research 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 response to a request from the U.S. Department of Education's Office of Special Education Programs. This national effort, serving college faculty working in pre-service preparation programs, aims to ensure that general education teachers, school administrators, school nurses, and school counselors are 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.

### **National Center on Performance Incentives**

The National Center on Performance Incentives (NCPI), a national research and development center, was established in 2006 by a \$10 million, five-year grant from the U.S. Department of Education Institute of Education Sciences. NCPI conducts randomized field trials and program evaluations to address one of the most contested questions in public education: Do financial incentives for teachers, administrators, and schools affect the quality of teaching and learning?

### **National Center on School Choice**

The National Center on School Choice aims to conduct scientific, comprehensive, and timely investigation on the individual and systemic effects of school choice and competition. The center offers national intellectual leadership in coordinating efforts of multiple disciplines, methodologies, and substantive issues that are associated with the design, implementation, and effects of school choice.

### **National Research Center on Learning Disabilities**

The National Research Center on Learning Disabilities (NRCLD) conducts research on the identification of learning disabilities; formulates implementation recommendations; disseminates findings; and provides technical assistance to national, state, and local constituencies. The center is a joint project of researchers at Vanderbilt University and the University of Kansas.

### **Peabody Center for Education Policy (PCEP)**

The Peabody Center for Education Policy 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. [http://peabody.vanderbilt.edu/peabody\\_center\\_for\\_education\\_policy.xml](http://peabody.vanderbilt.edu/peabody_center_for_education_policy.xml)

### **Peabody Journal of Education**

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

### **Peabody Professional Institutes**

Peabody Professional Institutes (PPI) provide short-term, intensive educational experiences for professional educators and administrators from across the nation and around the world. Each institute draws from social science disciplines and professional fields of study to inform the creation of a

comprehensive, yet focused, curriculum. Designed with the same expectations for rigor and depth as Peabody College degree programs, PPI institutes rest on the philosophy that good practice is best derived from and informed by a strong theoretical base.

### **Peabody Research Institute**

The Peabody Research Institute (PRI) conducts research aimed at improving the effectiveness of programs for children, youth, and families. This mission encompasses educational programs, but also other interventions aimed at increasing the well-being of children and their families. Research may address any aspect of relevant practices, programs, or policies—e.g., their effectiveness, implementation, costs, dissemination, or social/political support—but the emphasis is on evaluating their effects on the children and families they serve. To bridge between research and practice, PRI also provides technical assistance and consultation to programs, practitioners, and policy makers aimed at improving services for children and families.

### **Principals Leadership Academy of Nashville**

The Principals Leadership Academy of Nashville is a joint undertaking of Peabody, the Nashville Public Education Foundation, and, Metropolitan Nashville Public Schools. 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.

### **Study of Mathematically Precocious Youth**

The Study of Mathematically Precocious Youth (SMPY), originally founded by Julian C. Stanley at Johns Hopkins University, is a fifty-year longitudinal study of five cohorts, consisting of more than 5,000 intellectually talented individuals, identified over a twenty-five-year period (1972-1997). The aim of this research is to develop a better understanding of the unique needs of intellectually precocious youth and the determinants of the contrasting developmental trajectories they display over the lifespan.

### **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.



## Vanderbilt Programs for Talented Youth

Vanderbilt University's Programs for Talented Youth seeks to identify and aid academically talented youth from diverse educational, racial, and economic backgrounds by providing academic enrichment and challenge, while fostering balance and healthfulness in their lives. Begun in 2000 as a summer residential academic program, Programs for Talented Youth has expanded its mission and programming to provide engaging and intellectually appropriate educational opportunities to precocious young students, and to offer support for parents and educators year-round.

## 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 removed in time and place." —Chancellor Emeritus Alexander Heard

The Jean and Alexander Heard Library is one of the important research libraries in the Southeast, with more than three million volumes in nine libraries. Most materials are shelved in open stacks and are available to students and faculty through Acorn, the library's online catalog. The Heard Library website also provides access to a growing number of full-text journals, as well as indexes and other research resources, and is accessible remotely 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 related to education, special education, child study, human resources, library and information science, literature for children and adolescents, and curriculum materials. A subscriber to the ERIC (Educational Resources Information Center) service, this library houses and services a collection of ERIC microfiche copies of reports and documents in the field of education. Online computer searches and CD-ROM end-user searches of the ERIC file and other databases are offered.

The Curriculum Laboratory, a special collection designed for teacher education students, is located in the 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](http://www.library.vanderbilt.edu).

## Information Technology Services

Information Technology Services (ITS) offers voice, video, data, computing, and conferencing services to Vanderbilt students, faculty, and staff. ITS provides free antivirus downloads and malware prevention in many campus areas.

ITS maintains and supports VUNet, the campuswide data network that provides access to the Internet, and VUNetID, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUNet. Those services include YES, Your Enrollment Services; Online Access to Knowledge (OAK); and Vmail, the university's email system. Vmail also includes VUmailguard, designed to protect your email from viruses, unwanted mail (spam), and high-risk attachments.

ITS maintains the campus phone (voice) network, including personal phone lines for resident students. Optional services include voice mail and long-distance calls from campus (V-net). ITS also partners with Sprint, Verizon, and AT&T to offer discounts for cellular phone service. For discount information, see [its.vanderbilt.edu/cellphone](http://its.vanderbilt.edu/cellphone).

Vanderbilt offers all students the latest version of Microsoft Office and Microsoft Windows free of charge through our Microsoft Campus Agreement. See [softwarestore.vanderbilt.edu](http://softwarestore.vanderbilt.edu) for more information.

Through the Digital Life initiative, Vanderbilt highlights VUmix, legal, safe, inexpensive, and easy ways to explore and share music and digital content. See [digitallife.vanderbilt.edu](http://digitallife.vanderbilt.edu) and [www.vanderbilt.edu/vumix](http://www.vanderbilt.edu/vumix) for details.

ITS offers various conferencing and collaboration services for students. VU Live, Vanderbilt's Microsoft Live implementation, offers Skydrive, 25 GB of network file space, and Office Live, Web versions of Microsoft Office applications, at [its.vanderbilt.edu/vulive](http://its.vanderbilt.edu/vulive). Vanderbilt's blog service offers WordPress Blogs at [blogs.vanderbilt.edu](http://blogs.vanderbilt.edu). Audio and video conferencing via desktop or a Polycom bridge, and the ITS podcast studio are just a few of the services available. See [its.vanderbilt.edu/services/collaboration](http://its.vanderbilt.edu/services/collaboration) for more information.

The ITS Help Desk provides 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](http://www.vanderbilt.edu/helpdesk).

For more information on IT services and computing at Vanderbilt, go to [its.vanderbilt.edu](http://its.vanderbilt.edu).

## 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 12,000. 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.

*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.

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

*Law School.* Master of Laws, Doctor of Jurisprudence.

*School of Medicine.* Master of Education of the Deaf, Master of Public Health, Master of Science in Clinical Investigation, Master of Laboratory Investigation, Master of Science in Medical Physics, Master of Science (Speech-Language Pathology), Doctor of Audiology, Doctor of Medical Physics, Doctor of Medicine.

*School of Nursing.* Master of Science in Nursing, Doctor of Nursing Practice.

*Owen Graduate School of Management.* Master of Accountancy, Master of Business Administration, Master of Management in Health Care, Master of Science in Finance.

*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 to award bachelor's, master's, education specialist's, and doctor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Vanderbilt University.



# Life at Vanderbilt

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

## Peabody Graduate Student Association

The mission of the Peabody Graduate Student Association (PGSA) is to enrich the experience of Peabody graduate students by organizing social activities, community service opportunities and scholarly events aimed at fostering relationships between graduate students, faculty, staff, the Vanderbilt University community and the greater Nashville community. PGSA represents Peabody graduate and professional student opinions and concerns, facilitating communication between graduate students, administration and faculty. All Peabody graduate and professional students are welcome to attend and participate in PGSA meetings, parties and events. [http://peabody.vanderbilt.edu/admissions\\_and\\_programs/peabody\\_graduate\\_student\\_association.xml](http://peabody.vanderbilt.edu/admissions_and_programs/peabody_graduate_student_association.xml).

### 2011/2012 PGSA Executive Board

President: James Tyger  
 Vice President: Shaka Dickerson  
 Secretary: Nate Pyle  
 Treasurer: Bradley Kane  
 Social Chair: Sarah Crass  
 Community Service Chair: Mikki Hornstein  
 Faculty and Staff Appreciation Chair: Jacqlyn Pagnotta

## Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall graduate experience at Vanderbilt by promoting the general welfare and concerns of the graduate student body, creating new programs and initiatives to provide opportunities for growth and interaction, and communicating with the Vanderbilt faculty and administration on behalf of graduate students. These goals are accomplished through a structure of elected representatives, standing committees, and officers. Meetings, which are open to all graduate students, are held monthly. Council meetings provide a forum in which to address many types of concerns. In the recent past, the GSC has helped change policies involving the process for approving dissertations, TA advocacy, parking, student health insurance coverage, housing, and the student-funded recreation center. The GSC is also a member of the National Association of Graduate and Professional Students (NAGPS).

In addition to its representative function, the GSC also organizes a number of events and hosts/sponsors various projects during the year. Some examples include co-sponsoring seminars and panels with individual departments, Graduate Student Research Day (early spring semester), the Graduate Student Honor Council, community outreach activities, and social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt graduate students are welcome to attend GSC's monthly meetings and to get involved. For more information, go to [www.vanderbilt.edu/gradschool](http://www.vanderbilt.edu/gradschool).

## Housing

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 ([apphostia.its.vanderbilt.edu/housing/Main/](http://apphostia.its.vanderbilt.edu/housing/Main/)). 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 website by early July for suggestions and guidance. The website 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 <https://webapp.mis.vanderbilt.edu/student-search>.

## 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. For more information, go to [www.vanderbilt.edu/commodorecard](http://www.vanderbilt.edu/commodorecard).

## Eating on Campus

Vanderbilt Dining operates several restaurants, cafes, and markets throughout campus that provide a variety of food. The two largest dining facilities are Rand Dining Center (behind Sarratt Student Center) and the Commons Dining Center. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Commodore Card and meal plans. Graduate student meal plans are offered at a discount. For more information, hours, and menus, go to [www.vanderbilt.edu/dining](http://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 website at [www.vanderbilt.edu/catalogs](http://www.vanderbilt.edu/catalogs).

A paper copy of the *Undergraduate Catalog* may be obtained by contacting the Office of Undergraduate Admissions, 2305 West End Avenue, Nashville, Tennessee 37203-1727, (800) 288-0432, (615) 322-2561, [admissions@vanderbilt.edu](mailto:admissions@vanderbilt.edu). 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 Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University website at [www.vanderbilt.edu/financialaid](http://www.vanderbilt.edu/financialaid). The Office of Student Financial Aid is located at 2309 West End Avenue, Nashville, Tennessee 37203-1725, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University website at [virg.vanderbilt.edu](http://virg.vanderbilt.edu). Select “Factbook,” then “Student,” then “Retention/Graduation Rates.” Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701.

The *Vanderbilt University Annual Security Report* on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt Police Department on the university website at [police.vanderbilt.edu/security\\_report](http://police.vanderbilt.edu/security_report). A paper copy of the report may be obtained by writing the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see “Vanderbilt Police Department” in the following section of this catalog.

A copy of the annual *Equity in Athletics Disclosure Act Report* on the Vanderbilt University athletic program participation rates and financial support data may be obtained by writing the Vanderbilt University Office of Athletic Compliance, 2601 Jess Neely Drive, P.O. Box 120158, Nashville, Tennessee 37212 or by calling (615) 322-7992.

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University website at [www.registrar.vanderbilt.edu/academicrec/privacy.htm](http://www.registrar.vanderbilt.edu/academicrec/privacy.htm). Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7701 or by calling (615) 322-7701. For more information, see “Confidentiality of Student Records” in the following section of this catalog.

## Services to Students

### Confidentiality of Student Records (Buckley Amendment)

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

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

the student will be directed to the university official to whom the request should be addressed.

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

The right to consent to disclosures of personally identifiable information contained in the student’s education records to third parties, except in situations that FERPA allows disclosure without the student’s consent. These exceptions include:

- Disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including university law enforcement personnel and health staff); contractors, consultants, and other outside service providers 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.
- To parents if the student is a dependent for tax purposes.
- To appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Information to a parent or legal guardian of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the university has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of twenty-one at the time of the disclosure to the parent/guardian.

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, email 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 (<https://phonedirectory.vanderbilt.edu/cdb/index.jsp>) consist of the student's full name, school, academic classification, local phone number, local address, box number, permanent address, and email address. 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. Students who have placed a directory hold with the University Registrar will not be listed in the online directory. Directory information should be kept current. Students may report address changes, emergency contact information, and missing person contact information via the Web by selecting the address change icon at <https://webapp.mis.vanderbilt.edu/student-search>.

### **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 website, [www.vanderbilt.edu/pcc](http://www.vanderbilt.edu/pcc). The site also contains self-reflection questions and information resources for counseling services.

### **Career Center**

The Vanderbilt Career Center (VCC) serves graduate students enrolled full time in master's or Ph.D. programs interested in pursuing opportunities in industry, government, and/or nonprofits. Students pursuing academic employment should contact their faculty advisers or the departments in which they are currently enrolled for career advising and job search assistance. Graduate students who are undecided about their career goals are encouraged to contact the Vanderbilt Psychological and Counseling Center (VPCC) for career assessment

and counseling and then be referred to the VCC for appropriate follow-up. For detailed information about the VCC, go to [www.vanderbilt.edu/career](http://www.vanderbilt.edu/career).

Vanderbilt's Peabody Career Development office is the strategic career partner for students in the professional programs (Master's and Ed.D.). Career Development efforts are designed to effectively move students through the process of *identifying* a career path, *building* a compelling pitch and *connecting* with employers to launch a satisfying career. This is accomplished through a combination of workshops and individual sessions with students offered by experienced staff and alumni of the university. For more information, visit [http://peabody.vanderbilt.edu/peabody\\_career\\_development.xml](http://peabody.vanderbilt.edu/peabody_career_development.xml).

### **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: 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. Most visits are free of charge, but there are small co-pays for some procedures, and for medications or supplies purchased at the Student Health Center.

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 Student 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](http://www.vanderbilt.edu/student_health)).

### *Immunization Requirements*

The State of Tennessee requires certain immunizations for all students (undergraduate, graduate, and professional) on university campuses. As such, Vanderbilt University will block student registration for those who are not in compliance with the requirements. In order to accommodate students who have difficulty acquiring their records or needed vaccinations, incoming students not in compliance with the state laws will



be enrolled for their first semester, but if they fail to comply within two months of enrollment, registration for the second semester will not be permitted.

The requirements include:

1. *Meningococcal meningitis vaccine (one injection)* for all incoming students living in on-campus housing. The law does allow a student to sign a waiver stating that he/she does not wish to receive this vaccination (see below).
2. *Measles, mumps, and rubella (two injections)* for all incoming students. Any waivers for this vaccine are very strict, and include only certain religious or medical exemptions that must be approved by the medical director of the Student Health Center.
3. *Varicella (chicken pox)* for all incoming students regardless of housing status.

The Student Health Center asks all incoming students to complete a Health Questionnaire that includes further information regarding the state-mandated vaccinations, as well as information on other strongly recommended vaccinations. Information regarding this Health Questionnaire is communicated to students by email after admission to Vanderbilt University. This Health Questionnaire must be returned to the Student Health Center with vaccination or waiver information. Waivers for the meningococcal vaccine are also included with the Health Questionnaire, should a student decide to forgo these vaccinations. However, waiver of the MMR (measles, mumps, rubella) vaccine requires special documentation of religious or medical exemption so students seeking that waiver should contact the medical director of the Student Health Center at (615) 322-2254.

Students should go to [www.vanderbilt.edu/student\\_health/link/immunization-requirements](http://www.vanderbilt.edu/student_health/link/immunization-requirements) in order to access more information regarding the immunization requirements. This site also contains links to the PDF's of the required forms and has information regarding an online entry form that is available for the state-mandated vaccinations.

All vaccines can be administered at either a private provider office or at the Student Health Center.

### *Student Injury and Sickness Insurance Plan*

All students registered in degree programs for 4 or more credit hours or who are actively enrolled in research courses (including but not limited to dissertation or thesis 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 injury 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 11 of the following year, whether a student remains in school or is away from the university.

A student who does not want to subscribe to the insurance plan offered through the university must notify the Office of Student Accounts of adequate coverage under another policy. All new and returning students must complete an online selection/waiver process through the Office of Student Accounts ([www.vanderbilt.edu/stuacct](http://www.vanderbilt.edu/stuacct)) or via the insurance company ([www.gallagherkoster.com](http://www.gallagherkoster.com)). This process must be completed by August 1 for students enrolling in the fall for annual coverage.

Newly enrolled students for the spring term must complete the online waiver process by January 6. The online selection/waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Injury 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) 322-4688. 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 injury and sickness insurance. If you have other comparable insurance and do not wish to participate in the Student Injury and Sickness Insurance Plan offered through the university, you must complete an online waiver form ([www.gallagherkoster.com](http://www.gallagherkoster.com)) indicating your other insurance information. This online waiver form must be completed no later than September 7 or you will remain enrolled in the plan offered by the university and will be responsible for paying the insurance premium. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

### **Vanderbilt Child and Family Center**

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services, quality child care, and early childhood education to the children of faculty, staff, and students. The center's website at [www.vanderbilt.edu/HRS/wellness/cfctr.html](http://www.vanderbilt.edu/HRS/wellness/cfctr.html) provides information on resources for child care, adult care, summer programs (both day camps and overnight camps), tutoring services (including test preparation and skill building), and before and after care. The Vanderbilt Sitter Service connects members of the Vanderbilt community who wish to provide sitting services with those who need the services.

The Child Care Center serves children from six weeks to five years of age and offers placement through a waiting list. Applications may be downloaded from the website.

### **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 Equal Opportunity, Affirmative Action, and Disability Services Department. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audiotaped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Equal Opportunity, Affirmative Action, and Disability Services Department also investigates alleged violations of Vanderbilt's nondiscrimination and anti-harassment policies. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Equal Opportunity, Affirmative Action, and Disability Services Department (EAD), PMB 401809, 2301 Vanderbilt Place, Nashville, Tennessee 37240-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; [www.vanderbilt.edu/ead](http://www.vanderbilt.edu/ead).

## Vanderbilt University 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 Vanderbilt University 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 Vanderbilt University Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt 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 Vanderbilt University Police Department includes a staff of more than one hundred people. 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.

The Vanderbilt University Police Department provides several services and programs to members of the Vanderbilt community:

**Vandy Vans**—The Vanderbilt University Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 5:00 p.m. to 5:00 a.m.

Stop locations 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 a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. Additional information about Vandy Vans and specific stop locations can be found at [police.vanderbilt.edu/vandy\\_vans](http://police.vanderbilt.edu/vandy_vans) or by calling (615) 322-2558.

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

**Emergency Phones**—Emergency telephones (Blue Light Phones) are located throughout the university campus and medical center.

Each phone has an emergency button that when pressed automatically dials the VUPD Communications Center. An open line on any emergency phone will activate a priority response from an officer. An officer will be sent to check on the user of the phone, even if nothing is communicated to the dispatcher. Cooperation is essential to help us maintain the integrity of the emergency phone system. These phones should be used only for actual or perceived emergency situations.

An emergency response can also be received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone

users should dial 911 for off-campus emergencies. All callers should be prepared to state their location.

**Crime Alerts**—Crime Alerts are distributed throughout Vanderbilt to make community members aware of significant unsolved crimes that occur at the university. They are distributed by mail, through Vanderbilt email lists, and through the department's webpage, [police.vanderbilt.edu](http://police.vanderbilt.edu).

**Educational and Assistance Programs**—The Community Relations Division of Vanderbilt University Police Department offers programs addressing issues such as 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 visit [police.vanderbilt.edu](http://police.vanderbilt.edu). Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212. Information is also available at [police.vanderbilt.edu](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 website at [police.vanderbilt.edu/security\\_report](http://police.vanderbilt.edu/security_report).

## Parking, Vehicle Registration, and Alternative Transportation

For the protection of university students, faculty, and staff, no parking is allowed at any time, anywhere on campus, without a valid Vanderbilt University registration permit, except by visitors in spaces designated for visitors. University parking lots are identified by alphabetical, zone-permit, or reserved-spaces designations. Vehicles may be parked only in areas that correspond to their respective parking decals, subject to the exceptions delineated in the University Parking Regulations. Parking regulations are published annually and are strictly enforced.

Parking decals may be ordered online or at the kiosk at the Office of Traffic and Parking, Wesley Place Garage, 2043 Scarritt Place, during business hours: 7:30 a.m. to 4:00 p.m., Monday through Friday; closed 2:00 p.m. to 3:00 p.m. on Tuesday; closed holidays.

Bicycles must be registered with the Vanderbilt University Police Department.

All Graduate School students can ride to and from the Vanderbilt campus free of charge on Nashville's Metropolitan Transit Authority buses. To use this service, a valid student ID card is required for boarding the bus.

More information is available at [www.vanderbilt.edu/traffic\\_parking](http://www.vanderbilt.edu/traffic_parking).

## Graduate Development Network

The Graduate Development Network (GDN) is an informal network of faculty, administrators, and students at Vanderbilt University that seeks to facilitate the awareness and use of the many programs that can help students become productive and

well-rounded scholars. The network's website ([www.vanderbilt.edu/gradschool/gdn](http://www.vanderbilt.edu/gradschool/gdn)) provides links to various offices and groups at Vanderbilt that support graduate student development. These offices and organizations also jointly sponsor a number of seminars, workshops, and similar events that support student development.

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

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) represents one of Vanderbilt University's numerous efforts at acknowledging and promoting diversity. It does so by providing educational and cultural programming on the black experience for the entire Vanderbilt community. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. '54, Ph.D. '58).

One of the center's aims is to provide cultural programming. It sponsors lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture. The center also provides an office space for a scholarly journal, the *Afro-Hispanic Review*, edited by Vanderbilt faculty and graduate students.

Another of the center's aims is student support and development. The center provides meeting spaces for numerous Vanderbilt student groups, including the Black Student Alliance, the Presbyterian Fellowship, the Muslim Student Association, and Vanderbilt Spoken Word. The center works with students on a wide range of campus projects and community service opportunities. The center also serves as an informal haven for students, with plenty of opportunities for fellowship and food.

One additional aim of the center is community outreach and service. To this end, the center reaches out to civic and cultural groups. The BJJBCC facilitates tutoring and mentoring activities for young people from the Metro Nashville Public Schools, the YMCA, and other community agencies. VU students serve as tutors and mentors. The center also helps promote student recruitment by hosting various pre-college groups.

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. [www.vanderbilt.edu/bcc/](http://www.vanderbilt.edu/bcc/)

### **International Student and Scholar Services**

International Student and Scholar Services (ISSS), located in the Student Life Center, fosters the education and development of nonimmigrant 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 nonimmigrant 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.

To help promote connection between international students and the greater Nashville community, ISSS coordinates the First Friends program, which matches international students with Americans both on and off campus for friendship and cross-cultural exchange. The weekly World on Wednesday presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall provides the campus with additional opportunities to learn about world cultures and to celebrate diversity. International Lens film series brings more than fifty international films to campus each year. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt International Volunteers, an International Stress Fest, and a selection of holiday parties. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international and study abroad students from across the state for workshops and activities.

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

As part of the Office of the Dean of Students, the Margaret Cuninggim Women's Center welcomes all members of the Vanderbilt community to take part in our events and resources related to women's and gender topics. Our Gender Matters program offers co-curricular programming aimed to increase awareness of the influence that gender has in our lives; in addition, Gender Matters provides individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, body image, eating disorders, pregnancy and reproduction, sexual health, and more. Project Safe is a support and resource referral hub for those affected by power-based personal violence (sexual assault, partner violence, stalking, and bias-related violence). Through the Green Dot violence prevention campaign, we also coordinate a campus-wide effort to involve all members of the Vanderbilt community in creating a safer campus. In addition, the Women's Center houses resources related to gender issues and produces *Women's VU*, a magazine that foregrounds women at Vanderbilt and highlights contributions made for and by women and their allies. The Women's Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m. and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit [www.vanderbilt.edu/WomensCenter/](http://www.vanderbilt.edu/WomensCenter/)

### **Office of LGBTQI Life**

As a component of Vanderbilt's Office of the Dean of Students, the Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) Life is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. Visitors are invited to use our ever-expanding resource library for research around LGBTQI issues and culture. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community. In all cases the office staff provides confidentiality. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please call (615) 322-3330 or visit [www.vanderbilt.edu/lgbtqi/](http://www.vanderbilt.edu/lgbtqi/)



## Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together, united by a shared purpose. 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 (615) 322-8376 or email [hillel@vanderbilt.edu](mailto:hillel@vanderbilt.edu).

## Religious Life

The Office of Religious Life provides opportunities for students, faculty, and staff to explore religion, faith, spirituality, personal values, and social responsibility via educational programming, religious and spiritual praxis, encounters with various faith perspectives, and engagement with religious and spiritual communities. The office serves "the religious" and those who identify as "nonreligious." Religious Life is an intellectual home and ethical resource for anyone in the Vanderbilt community seeking to clarify, explore, and deepen understanding of their lives.

Recognizing the importance of exploring one's faith in community, the Office of Religious Life facilitates opportunities for individuals of a shared faith to gather and engage in the rites, rituals, and practices of their particular religious tradition. Whether guided by one of our affiliated chaplains or a student-run religious organization, these groups foster a sense of community and common values. For a complete listing of campus religious groups, resources, services, and programming opportunities, visit [www.vanderbilt.edu/religiouslife](http://www.vanderbilt.edu/religiouslife).

## Extracurricular Activities

### Sarratt Student Center

The Sarratt Student Center ([www.vanderbilt.edu/sarratt](http://www.vanderbilt.edu/sarratt)), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a cinema, an art gallery, art studios and darkrooms for classes and individual projects, work and office spaces for student organizations, 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 at Overcup Oak restaurant and Center Smoothie, and leads directly to Rand Dining Center, the Varsity Market, and the Vanderbilt Bookstore. The Vanderbilt Programming Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Info 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 Office of the Dean of Students, Greek Life, the Commodore Card Office, and Vanderbilt Student Communications (including the student newspaper, radio station, and yearbook) [www.vanderbilt.edu/studentcenters/sarratt-student-center](http://www.vanderbilt.edu/studentcenters/sarratt-student-center).

## Student Life Center

The Vanderbilt Student Life Center ([www.vanderbilt.edu/studentlifecenter](http://www.vanderbilt.edu/studentlifecenter)) is the university's community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center.

The Student Life Center has more than 18,000 square feet of event and meeting-room space. The 9,000-square-foot Commodore Ballroom is one of the most popular spaces to have events on campus.

The center is also home to Starbucks, the Career Center, International Student and Scholar Services, the Health Professions Advisory Office, the Office of Honor Scholarships, the Office of International Services, and the Global Education Office.

## 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. Forty 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 multi-purpose 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.

For additional information, please visit [www.vanderbilt.edu/campusrecreation](http://www.vanderbilt.edu/campusrecreation).

# Degree Programs

## Professional Degree Programs

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

<i>Major</i>	<i>Degree</i>	<i>Department</i>
Child Studies	M.Ed.	Psychology and Human Development
Community Development and Action	M.Ed.	Human and Organizational Development
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 Language Learners	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
International Education Management	M.Ed.	Leadership, Policy, and Organizations
Leadership and Organizational Performance	M.Ed.	Leadership, Policy, and Organizations
Learning and Instruction	M.Ed.	Teaching and Learning
Learning, Diversity, and Urban Studies	M.Ed.	Teaching and Learning
Reading Education	M.Ed.	Teaching and Learning
Secondary Education	M.Ed.	Teaching and Learning
Special Education	M.Ed.	Special Education

## Degree Requirements

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

Depending on the program, 30-60 credit hours, with half or more of the hours in courses intended exclusively for professional students (3000-level courses), is required for the M.Ed. degree. Approved areas and the proportion of the hours allotted to each are specified by each department. All work credited for the master's degree must be completed within a six-year period.

### Deficiencies

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

### Thesis Programs

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

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

### Non-Thesis Programs

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

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

The Ed.D. degree is awarded in recognition of distinguished attainment in educational leadership and policy, as evidenced by examination and by a capstone project. General requirements are listed below.

### Course Work

The Ed.D. degree requires 84 hours of postbaccalaureate graduate-level credit which includes 12 hours of research tools. A minimum of 54 hours must consist of new course work taken at Peabody while enrolled as an Ed.D. degree student. Students must transfer 30 hours of master's or post-master's course work.

### Time Limit for Course Work

Unless taken as part of another previously completed degree program (e.g., M.Ed.), all transfer work credited toward the Ed.D. degree must be completed within eleven years prior to the date of graduation.

### Progress toward Degree

From the point of admission, all Ed.D. students' progress toward the degree is monitored by their department. If a

student's progress is judged to be unsatisfactory, the department may (1) require the student to meet specific conditions (set by the department) in order to continue in the program or (2) dismiss the student from the program and, thereby, from Peabody College.

### Research Tools

Each doctoral student is expected to demonstrate competence in areas related to research design, methodology, and statistical analysis. The research tools requirement is satisfied by completion of 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.

### 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, removed all grades of incomplete, and have passed the written qualifying examinations administered by the department. The department chair will recommend to the dean that the student be admitted to candidacy. Ed.D. students admitted after spring 2004 are awarded one year of candidacy to complete the capstone experience.

### 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 department and approved by the dean for any semester of nonregistration prior to candidacy.

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.

### Qualifying Examinations

The purpose of the written examination is to evaluate a participant's level of mastery and synthesis of subject matter presented in the initial two years (six semesters) of the program, including the capacity to apply knowledge and these skills to practical settings and problems. It is a six-hour, closed-book exam.

A student is initially eligible to sit for the examination following completion of the first twelve scheduled classes. The examination is offered on a Friday in May of year two. The examination will begin at 8:30 a.m. and, at 3:30 p.m., there will be a one-hour break.

A second administration of the examination is offered, assuming faculty concurrence, three months later, in August, for any participant not gaining a passing grade upon initial administration. A participant must pass the examination within these boundaries to be retained in the program. The examination will be given in a Peabody computer laboratory. Examinees need not bring a laptop. An appropriate accommodation will be made for any participant with special needs.

Program participants are granted doctoral candidacy upon successful completion of the qualifying examination and the methods requirement. Candidacy is granted for one calendar year, during which students are expected to successfully complete the capstone experience.

### Dissertation (Ed.D. students admitted prior to summer 2004.)

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 university calendar.

*Ed.D. Capstone Experience (students admitted after spring 2004)*

The doctor of education programs in educational leadership and policy and higher education leadership and policy require completion of a capstone experience during the third year of coursework. This year-long culminating assignment is an independent research and analytic activity embedded in a group project. The group project is designed to integrate theories and tools learned throughout the program and should demonstrate mastery of concepts and methods.

Students will be presented with a panel of problems of practice originating from external practitioners and policymakers.

Each individual problem will correspond to areas of LPO faculty expertise and disciplines ingrained in the program curriculum. Three or four problems will be developed each year for each program specialty, with the assumption that no more than three to four students will select any one problem of practice.

During the capstone course, students will develop a document that outlines the scope of responsibilities for each member of the team. This contract between students and faculty will inform individual evaluations at the end of the capstone experience.

A final capstone product, which will be presented to the faculty in the last half of the final semester of coursework, will measure approximately 50 to 75 pages in length (plus appendices) and will comprise multiple sections including: contextual analysis, data analysis, program recommendations, implementation strategy, conclusions, appendix, and references.

Faculty will evaluate individual components as well as the whole of the final product. Final passage will be based upon a combination of these two evaluations and will be granted to the group, not to individual group members. In those cases where the final product requires substantial revision, all group members will participate in a revision process.

Archived 2011/2012  
Peabody Catalog

## Graduate Degree Programs

The Graduate School, through departments of Peabody College, offers the master of science in passing and the doctor of philosophy in community research and action; leadership and policy studies; special education; learning, teaching and diversity; and psychology and human development.

### Majors

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

### Major in Psychology and Human Development

<i>Department</i>	<i>Area of Specialization</i>	<i>Degree</i>
Psychology and Human Development	Clinical Psychology Cognition and Cognitive Neuroscience Developmental Psychology Quantitative Methods	Ph.D. Ph.D. Ph.D. Ph.D.

### Admission to the Graduate School

Admission to graduate programs is competitive. 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 website ([www.peabody.vanderbilt.edu](http://www.peabody.vanderbilt.edu)).

Application for admission should be made online at the above website 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 website, download the application packet in PDF format, and submit the application on paper or (2) submit an online request (to [Peabody.admissions@vanderbilt.edu](mailto:Peabody.admissions@vanderbilt.edu)) for an admissions and financial aid packet to be delivered by mail.

### 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 programs for postbaccalaureate students leading to initial licensure in the following areas: *elementary (grades K–6) and secondary education (grades 7–12) with endorsement in English, math, biology, chemistry, physics, earth science, history, and political science. Endorsements in economics, psychology, and sociology are available if earned with a history 7–12 endorsement.* Music endorsements (*K–12 instrumental/general and K–12 vocal/general*) also are available as a five-year program with Blair School of Music. An additional endorsement program in English Language Learners (*English as a Second Language [PreK–12]*) also is available. 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), early childhood/preschool (grades PreK–3), or vision (grades PreK–12).* All of these programs are offered by the Department of Special Education.

Vanderbilt students seeking teacher licensure must apply through the Office of Teacher Licensure at Vanderbilt and must meet licensure requirements in effect at the time of their program completion, which may be different from licensure requirements in effect at the time they entered the program. Requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current *Peabody College Catalog* or visit [www.peabody.vanderbilt.edu/licensure](http://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 in the Department of Human and Organizational Development.

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

*Speech/Language (grades PreK–12).* Offered by the Department of Special Education and the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences of the Vanderbilt University School of Medicine Department of Hearing and Speech Sciences.

## Security Clearance for Experiences in Schools

During the first two weeks of enrollment in a teacher preparation program, a student must pay a \$48 fee and be fingerprinted in Tennessee by Cogent Systems, Inc., for a Criminal Background Check by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation. The student must register online to pay the fee and to specify that the clearance report will be sent to the following Vanderbilt ID code: ORI TNCC19116. After background clearance, the student must sign an agreement to notify the Background Clearance Officer if an infraction occurs at any time during enrollment in the program. Visit [http://peabody.vanderbilt.edu/office\\_of\\_the\\_dean/background\\_clearance\\_office.xml](http://peabody.vanderbilt.edu/office_of_the_dean/background_clearance_office.xml) for detailed information.

## 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 licensure process and 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 postbaccalaureate degree, and (b) audits that itemize work that meets Tennessee state and national standards to meet teacher licensure standards.

### Program of Studies

The proposed program of studies listing courses for a graduate degree must be signed by the adviser, the director of graduate studies, and the associate dean for faculty and programs. Forms are available in departmental offices and should be filed before completion of the first twelve hours in the program.

### Licensure Audits

Because teacher licensure at the graduate level is based partly on a student's undergraduate study, the student should request that an audit be done on the undergraduate transcript by the director of teacher licensure no later than the first two weeks after matriculation. After this has occurred, the student will meet with the faculty adviser to determine the course work to complete all requirements for licensure. Audit Form A pertains to the undergraduate liberal arts, and Audit Form B specifies the professional education requirements for licensure. Students seeking secondary licensure also file Audit Form C which pertains to the subject area intended for the teaching endorsement. Forms are at [www.peabody.vanderbilt.edu/licensure](http://www.peabody.vanderbilt.edu/licensure) and in the Office of Teacher Licensure. The licensure audits should be initiated with the director of teacher licensure no later than two weeks after the beginning of the first class the student takes for licensure at Peabody. 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 student's liberal arts undergraduate program. Audit Form A, referred to above, lists state standards in humanities, social sciences, natural sciences, mathematics, and communications required for teacher licensure. Upon request from the student, as early as during the admissions process but no later than two weeks after beginning the program, the director of teacher licensure will evaluate the undergraduate transcript to ascertain sufficient coverage of the standards. If deficiencies are noted, additional course work may be required as determined by the student's education faculty adviser.



## Professional Core Requirements

### *Elementary Education (Grades K–6 Endorsement)*

#### *Master's Degree Program with Licensure*

The following professional education courses and field work meet Tennessee licensure standards for elementary education (endorsement in grades K–6). Students may request alternative courses by petition, with the approval of their advisers, the department chair, and the director of teacher licensure.

EDUC 3500.	Foundations of Education [3]
SPED 3000.	Education and Psychology of Exceptional Learners [3]
EDUC 3110.	Psychological Foundations of Education [3]
EDUC 3520.	Principles of ELL 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]
EDUC 3420.	Literacy for Diverse and Special Needs Learners [3]

#### *Science Block*

SCED 3250.	Advanced Teaching of Science in Elementary Schools [2]
SCED 3200.	Science Concepts for Elementary Teachers [2]
SSED 3250.	Advanced Teaching of Social Studies in Elementary School [2]
MTED 3250.	Advanced Teaching of Mathematics in Elementary Schools [3]
MTED 3200.	Mathematics Concepts for Elementary Teachers [2]

#### *Creative Arts*

HMED 2250.	Introduction to Arts Education [2]
------------	------------------------------------

#### *Field Experiences*

EDUC 3260.	Practicum in Literacy and Social Studies [1]
EDUC 3280.	Practicum in Mathematics and Science [1]
EDUC 3000.	Internship in Teaching [6]
EDUC 3005.	Internship Seminar [1]

#### *Other Requirements for Licensure*

First aid and CPR training (taken within two years before licensure recommendation and prior to application for Screening II)

EDUC 3270.	Classroom Management [1]
------------	--------------------------

TOTAL: 40 hours

### *Secondary Education (Grades 7–12) Master's Degree Program with Licensure*

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

English

Mathematics

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

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

The following professional education courses and field work meet licensure requirements for all secondary education programs except English. (See the course list for secondary education in English on the next page.) Students may request alternative courses by petition, with the approval of their advisers, the department chair, and the director of teacher licensure.

EDUC 3500.	Foundations of Education[3]
EDUC 3050.	Advanced Social and Philosophical Aspects of Education [3]
SPED 3000.	Education and Psychology of Exceptional Learners [3]
EDUC 3110.	Psychological Foundations of Education [3] (Also listed as PSY 334P in the Graduate School)
EDUC 3510.	Advanced Teaching in Secondary Schools [3]
EDUC 3520.	Principles of ELL Education [3]

#### *Plus one of:*

MTED 2690.	Introduction to Mathematical Literacies [3]
SCED 2690.	Introduction to Scientific Literacies [3]
HIST 300.	Introduction to Historical Methods and Research [3]

*Plus one of:*

Math: MTED 3370.	Advanced Teaching of Mathematics in Secondary Schools [3]
Science: SCED 3370.	Advanced Teaching of Science in Secondary Schools [3]
Soc. Sci: SSED 3370.	Advanced Teaching of Social Sciences in Secondary Schools [3]
Foreign Lang.: FLED 2370.	Teaching Foreign Language in Secondary Schools [3]

*Field Experiences*

MTED, SCED, SSED 3360	Practicum in Secondary Education III [1] (to be taken with methods course)
EDUC 3002.	Internship in Teaching: Secondary [6]
MTED, SCED, SSED 3007	Internship Seminar: Secondary [1]

*Other Requirements for Licensure*

First aid and CPR training (taken within two years before licensure recommendation and prior to application for Screening II)

TOTAL: 31 hours

**Programs leading to licensure for Secondary English (grades 7-12)***Professional Core for the English 7-12 program beginning in the summer: [12]*

EDUC 3500	Foundations of Education [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]

*Professional Core for the English 7-12 program beginning in the fall: [10]*

EDUC 3500	Foundations of Education [3]
ENED 3100	Social and Psychological Foundations of Adolescent Literacies [3]
SPED 3000	Education and Psychology of Exceptional Learners [3]
ENED 3110	Practicum [1] (to be taken w/ENED 3110- fall program only)

*The following courses/fieldwork also are required in both programs:*

EDUC 3510	Advanced Teaching in Secondary Schools [3]
EDUC 3520	Principles of ELL Education [3]
ENED 3400	Reading and Learning with Print and New Media [3]
ENED 3370	English Education Theories and Practices [3]
ENED 2920	Literature for Adolescents [3]
ENED 3040	Perspectives on English Language [3]
ENED 3380	Advanced Teaching of Writing in Secondary Schools [3]
ENED 3360	Practicum in Secondary Education [1]
EDUC 3002	Internship in Teaching: Secondary [6]
ENED 3007	Internship Seminar: Secondary [1]

*Other requirements for licensure:*

1. Two semesters (or its equivalent) of college-level coursework in a foreign language
2. First aid and CPR training (taken within two years before licensure recommendation and prior to application for Screening II)

TOTAL: 31 hours (except 39 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 in this catalog.

***Meeting Degree and Licensure Requirements***

A number of the courses listed as meeting licensure requirements also meet requirements for the postbaccalaureate 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 an online Screening II application to apply for faculty approval to student teach. At the time of Screening II application, the student must submit additional documents electronically, depending on the endorsement(s) being sought. These documents include a resume, statement of philosophy of education, and first aid and CPR training. **Deadlines for submission are 1 October for fall semesters, 1 February for spring semesters.** Deadlines are firm; late applications will not be accepted. The Screening II application form is available at [www.peabody.vanderbilt.edu/screening](http://www.peabody.vanderbilt.edu/screening). 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. A preliminary faculty review occurs soon after the Screening II deadline. If concerns are found, the student will be counseled. The final faculty review and screening decision will be made at the end of the semester. 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 prior to or with the 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.

Assessment 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 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.

## PRAXIS Testing

Tennessee and most states require completion of PRAXIS I and II testing as a requirement for a teaching license. Each state determines which tests and scores are required for a particular teaching endorsement, so requirements, which may change from year to year, vary from state to state.

PRAXIS I is a basic skills test of reading, writing, and mathematics. In Tennessee, a licensure applicant is exempted automatically from PRAXIS I testing by an SAT score of at least 1020 or an ACT score of at least 22. Additionally in Tennessee, an initial teaching license earned with a master's degree from a regionally accredited institution is automatically exempted from PRAXIS I testing. (Note: Students who plan to apply for licensure in one or more states other than Tennessee should research each state's requirements for PRAXIS I or other basic skills testing to determine if there are exemption policies.)

PRAXIS II tests are designed to assess pedagogical and content knowledge deemed by state and national officials to be necessary for success in teaching. Vanderbilt permits licensure students to take the tests at any point in the program; however, most students take the tests when they are nearing the end of coursework in the program and/or early in the student teaching semester at the end of the program. Tests are offered at Vanderbilt on most of the national test dates. Test scores must be sent to Vanderbilt at code 1871.

Detailed information about which PRAXIS tests are required for Tennessee licensure for the current year is located at [www.peabody.vanderbilt.edu/licensure](http://www.peabody.vanderbilt.edu/licensure). The number and types of tests differ according to the endorsement being sought; for example, the elementary K-6 endorsement requires three tests; the history endorsement requires two tests. Tests are expensive. See details at [www.ets.org/praxis](http://www.ets.org/praxis).

## Student Teaching

Vanderbilt students seeking teacher licensure must complete successfully 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. 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 faculty 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](http://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 enforce their federally approved plan which details strategies teachers may use to qualify for "highly qualified" status, 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 accurate information for all states; in fact, states are still developing and revising their plans. 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. Federal regulations specify that once a teacher is documented as highly qualified in a state, other states are to honor that status. However, 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. 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).

### **Accreditation**

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

- National Council for Teachers of English (NCTE)
- Council for Exceptional Children (CEC)
- Association for Childhood Education International (ACEI)
- Council for the Accreditation of Counseling and Related Education Programs (CACREP)
- National Association for Schools of Music (NASM)
- American Speech-Language-Hearing Association (ASHA)



# Academic Regulations

## The Honor System

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

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

Students are expected to become familiar with the *Student Handbook*, available at the time of registration, which contains the constitution and bylaws 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. Most program of studies forms will be replaced by an electronic program of studies in the fall 2011 semester.

## 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		

An incomplete (*I*) is given only under extenuating circumstances and only when a significant body of satisfactory work has been completed in a course. The *I* is not intended as a replacement for a failing grade, nor should it be given to a student who misses the final examination. The *M* grade is used for the latter purpose. The request for an incomplete is generally initiated by the student and must be approved by the instructor. The instructor may initiate the assignment of the incomplete if warranted by the circumstances and conditions referenced above. In either case, in assigning the grade *I*, the instructor specifies (a) a default grade that counts the missing work as zero and (b) a deadline by which the missing work must be submitted. That deadline must be no later than the last class day of the next regular semester in residence. The incomplete can be extended beyond the next semester only if the student's associate dean determines that an extension is warranted. If the required work is submitted by the deadline for removing the incomplete, the *I* will be replaced by the grade earned. If the work is not completed by the deadline, the default grade will become the permanent grade for the course.

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

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

### Credit Hour Definition

Credit hours are semester hours; e.g., a three-hour course carries credit of three semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements which exceed this definition. Certain courses (e.g. dissertation research, ensemble, performance instruction, and independent study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credits allowable per semester will be included in the course description.

### Grade Point Average

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

### Academic Probation

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

### Pass/Fail

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

### Auditing

A Peabody degree-seeking student wishing to audit Peabody courses with no entry on the transcript does not register or pay for the courses. Permission must be obtained from the instructor to sit in on the class. A student wishing to have a notation of the audit made on the transcript must complete a formal request to audit form in the Office of Records and Registration for the course and pay a \$10 fee. Only a student admitted to a degree program and registered for at least one course for credit 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 first week of classes.

### Transfer of Credit

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

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

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

### *M.Ed. Degree Program*

A maximum of 6 graduate-level hours may be transferred to a 30- or 36-hour master's program and a maximum of 9 graduate-level hours to a 48–60-hour degree program.

### *Ed.D. Degree Program*

A maximum of 30 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 30-hour maximum.



### 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 (admitted prior to summer 2004).* Enrollment for at least 1 hour of 3991 (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, have a minimum 3.0 grade point average, 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 successfully completed the aforementioned requirements for graduation 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 postbaccalaureate 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. TOEFL scores do not substitute for GRE or MAT scores. IELTS (International English Language Testing System) scores cannot be substituted for TOEFL scores.

## 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 website ([www.peabody.vanderbilt.edu](http://www.peabody.vanderbilt.edu)).

Persons who are unable to apply online may

- visit the above website, 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](mailto:Peabody.admissions@vanderbilt.edu)) for an application packet to be delivered by mail (\$40 fee required with paper application).

## Admission Deadlines

December 31 is the deadline for applicants to the M.Ed., M.P.P., or Ed.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 applicants seeking financial assistance in the form of honor awards, scholarships, and assistantships are required to complete three financial aid applications to ensure 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 Free Application for Federal Student Aid (FAFSA), due May 1.

Peabody College continues to process 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 Ph.D. program should be sent to the following address (deadline for applications is December 15):

ATTN: Psychological Sciences  
Vanderbilt University  
PMB 0324  
230 Appleton Place  
Nashville, TN 37203-5721  
U.S.A.

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

Peabody Graduate Admissions Office  
PMB 0327  
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 postbaccalaureate 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 postbaccalaureate 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 applying to the programs in the Department of Teaching and Learning must submit transcripts and GRE or Miller Analogies Test scores in addition to the application form. 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, 213 for the computer version, and 80 for the Internet-based version. TOEFL scores should be sent to the Peabody Graduate Admissions Office.

*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](mailto: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. 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, Student Life Center, 310 25th Avenue South, Suite 103, Nashville, TN 37240 U.S.A. (or visit [www.vanderbilt.edu/iss](http://www.vanderbilt.edu/iss)).



## Financial Information

**T**uition for professional students at Peabody College for the academic year 2011/2012 is \$1,205 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 (2011/2012)

Application ( <i>hard copy only; fee waived for online application</i> )	\$ 40
Late registration	30
Student health insurance	2,142
Student activities and recreation fees (estimate)	398
Thesis or dissertation binding (per copy)	19
Ed.D. dissertation publication (microfilming)	65
Copyright fee for Ed.D. dissertation (optional)	65
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 22 for the fall semester and January 3 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 reason may be entitled to a partial refund in accordance with the established schedule shown below. Fees are not refundable.

#### Fall 2011 Withdrawal/Refund Schedule

Week 1	August 24–August 27	100%
Week 2	August 28–September 3	95%
Week 3	September 4–September 10	90%
Week 4	September 11–September 17	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, 2011*

#### Spring 2012 Withdrawal/Refund Schedule

Week 1	January 9–January 14	100%
Week 2	January 15–January 21	95%
Week 3	January 22–January 28	90%
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 3	55%
Spring Break	March 4–March 11	
Week 9	March 12–March 18	50%
Week 10	March 19–March 25	40%

*No refund after March 25, 2012*

### Tuition Payment Programs

The VANDY Plan is a monthly payment option administered by Sallie Mae. Pamphlets describing this plan are available on request from the Office of Student Accounts or the Office of Student Financial Aid or go to [www.vanderbilt.edu/stuacct](http://www.vanderbilt.edu/stuacct).

### 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 with a minimum of \$5.00.

### 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 unwarranted). However, a late payment fee will be assessed 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 Recreation Administration, PMB 406206, 2301 Vanderbilt Place, Nashville, Tennessee 37240-6206. A waiver request form may be obtained by

emailing [waiverscommittee@vanderbilt.edu](mailto:waiverscommittee@vanderbilt.edu) or by calling (615) 322-3963. 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 from the Peabody College website. To apply for the financial aid funds available through the college, applicants should complete the online 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 1, although some departments will accept applications until all resources are depleted. Students must be admitted to the college before an offer of financial aid can be extended.

### 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 online 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. DIDCOCK MEMORIAL SCHOLARSHIP was established by family, students, and colleagues to honor the memory of John Didcock 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 SIDNEY CLARENCE GARRISON SCHOLARSHIP was established in 1993 with a bequest from Dr. S. C. Garrison, Jr., (P.B.S. 1940, M.D. 1943) and his wife, Eska Sessoms, (P.B.S. 1942) in memory of Dr. Garrison's father. Sidney Clarence Garrison served Peabody College from 1919 to 1945 as professor of psychology, as dean of the Graduate School, and as its fifth president from 1938 until his death. The scholarship is available for graduate study with first preference for students majoring in psychology and second preference for those studying education.

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 Henry Tutwiler, a member of the original faculty of the University of Virginia appointed by Thomas Jefferson and later the first president of the University of Alabama. Preference is given to students from Alabama pursuing degrees in education.

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

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

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



# Courses of Study

## Explanation of Symbols

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

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

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

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

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

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

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

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

## Subject Area Abbreviations

EDUC	Education
ENED	English Education
FLED	Foreign Language Education
HDC	Human Development Counseling
HOD	Human and Organizational Development
HMED	Humanities 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 Marybeth Shinn

DIRECTOR OF GRADUATE STUDIES Paul R. Docecki

PROFESSORS EMERITI Joseph J. Cunningham, Robert B. Innes, J. R. Newbrough

PROFESSORS Sandra Barnes, Paul R. Docecki, Craig Anne Heflinger, Velma McBride-Murry, Douglas D. Perkins, Susan Saegert, Marybeth Shinn, William L. Turner

RESEARCH PROFESSOR Mark W. Lipsey

PROFESSORS OF THE PRACTICE Vera A. Stevens Chatman, Sharon L. Shields

ASSOCIATE PROFESSOR EMERITUS Richard L. Percy

ASSOCIATE PROFESSORS Mark D. Cannon, James C. Fraser, Torin

Monahan, Maury Nation, Douglas D. Perkins, Paul W. Speer

ASSISTANT CLINICAL PROFESSORS Victoria J. Davis, Brian A. Griffith

ASSISTANT PROFESSOR Kimberly D. Bess

ASSISTANT PROFESSORS OF THE PRACTICE Andrew J. Finch, Gina L.

Frieden, Leigh Z. Gilchrist, Heather L. Smith, Andrew J. Van Schaack

LECTURERS Susan K. Friedman, Linda N. Isaacs

CLINICAL INSTRUCTOR Kristen Tompkins

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

Community Development and Action

Community Agency Administrator

Community Development Specialist

Program Planning and Evaluation Specialist

Human Development Counseling

Community Agency Counseling

School Counseling

Courses offered in the Department of Human and Organizational Development are listed beginning on page 46.

## Graduate Degrees

### Master of Science and Doctor of Philosophy

The graduate program in community research and action is an interdisciplinary program combining community psychology, urban sociology, human geography, and community development. It trains action-researchers committed to promoting social justice in rigorous theoretical analysis and research methods to prepare them for careers in academia, research, and public policy. The Ph.D. includes (a) a core set of courses covering community psychology, community development, ethics, inequality, diversity and social justice, 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 other departments and

specializations within Peabody College (e.g., leadership and organizations, quantitative psychology) and departments and schools throughout the university (e.g., economics, sociology, divinity, nursing). 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.

## Programs in the Department

### Master of Education Program in Community Development and Action

The master of education program in community development and action (CDA) 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 or not-for-profit administrator, religious or health organization administrator, program planner or evaluator. The practicum will be in government, policy, economic, education, neighborhood, and human service settings.

This 30-credit-hour program is intended to be completed in two years.

#### Degree Requirements

COMMUNITY DEVELOPMENT ACTION CORE *9 hours*  
 HOD 3000. Proseminar: Becoming a Change Agent [3]  
 HOD 3100. Community Inquiry [3]  
 HOD 3470. Community Psychology [3] or  
 HOD 3750. Consultation in Human Service Settings [3]  
 HOD 3960. Community Organizing[3]

SKILL BUILDING REQUIRED COURSES *6 hours*  
 HOD 3850. Pre-Practicum for Community Development Action [3]  
 HOD 3960. Special Topic: Developmental Theory[3]

CDA CORE THEORY COURSES *6 hours*  
 HOD 3200 (or 2890). Ethics of Community Research and Action [3]  
 HOD 3470. Community Psychology[3]  
 HOD 3640. Global Dimensions of Community Development [3]  
 HOD 3665. High Poverty Youth[3]  
 HOD 3600. Community Development and Urban Policy [3]

CDA CORE SKILL COURSES *6 hours*  
 HOD 3610. Development Project Design and Evaluation [3]  
 HOD 3960. Special Topic: Community Organizing [3]  
 HOD 3960. Special Topic: Not-for-Profit Management and Strategy [3]  
 HOD 3620. Action Research [3]

ELECTIVES *3 hours*  
 Selection of elective course made in consultation with program adviser

TOTAL MINIMUM HOURS: *30 hours*

### Master of Education Program in Human Development Counseling

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 one of three tracks: clinical mental health counseling, school counseling K–12, or prevention science.

The M.Ed. degree is designed to provide a strong theoretical and experiential base for professionals in human service settings. The length of program varies by track selection: clinical mental health counseling requires 60 total minimum hours, school counseling requires 48 total minimum hours, and prevention science requires 30 total minimum hours.

#### 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 eight 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 eight 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: Social and Cultural Diversity*

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**Area III: The Helping Relationship**

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

**Area IV: 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 V: 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 VI: 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 VII: 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.

**Area VIII: Professional Orientation**

Consists of the history and philosophy of the counseling profession, discussion of the professional roles, functions, and relationships with other human service providers, and an exploration of the public and private processes, including the role of the professional counselor in advocating on behalf of the profession.

**Human Development Counseling Tracks**

*Clinical Mental Health Counseling, School Counseling, or Prevention Science*

**Clinical Mental Health Counseling Track**

The clinical mental health 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 counselor education. 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 60-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 nonprofit settings. Internships are tailored to students' particular interests.

This curriculum includes 54 semester hours of required courses and an additional six semester hours of elective courses.

**School Counseling Track**

The school counseling track prepares individuals to work as Professional School Counselors, K-12. The track meets all requirements leading directly to licensure as a professional school counselor in Tennessee, and prepares school counselors to provide services meeting students' academic, career, and personal/social needs. The school counseling track is fully accredited by CACREP. Since 1991, the school counseling program has been accredited 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 semester-long practicum plus a full-year internship placement in a school setting. The curriculum is rooted in the American School Counseling Association (ASCA) National Model, which emphasizes professional foundations along with program delivery, management, and accountability.

**Degree Requirements**

HUMAN DEVELOPMENT COUNSELING CORE 27 hours

HDC 3310. Theories of Counseling [3]  
 HDC 3470. Psychology of Careers [3]  
 HDC 3510. Appraisal and Assessment [3]  
 HDC 3600. Social, Legal and Ethical Issues in Counseling [3]  
 HDC 3660. Developmental Counseling Psychology [3]  
 HDC 3670. Advanced Developmental Counseling [3]  
 HDC 3680. Counseling Diverse Populations [3]  
 HDC 3760. Group Dynamics [3]  
 HDC 3840. Research in Counseling [3]

FIELD EXPERIENCE 12 hours

HDC 3850. Pre-practicum [3]  
 HDC 3870. Practicum [3]  
 HDC 3890. Internship [3]  
 HDC 3890. Internship [3]

CLINICAL MENTAL HEALTH COUNSELING TRACK 6 hours

HDC 3460. Special Topic: Diagnosis and Treatment Using the DSM [3]  
 HDC 3800. Community/Clinical Counseling [3]

SCHOOL COUNSELING TRACK 6 hours

HDC 3871. Orientation to the Classroom and Exceptional Education [3]  
 HDC 3340. Foundations of Professional School Counseling and Guidance [3]

ELECTIVES 3-15 hours

CLINICAL MENTAL HEALTH COUNSELING TRACK 15 hours  
 SCHOOL COUNSELING TRACK 3 hours

HDC 3400. Marriage and Family Counseling [3]  
 HDC 3420. Theories and Techniques of Counseling with Children and Adolescents [3]  
 HDC 3460. Special Topic: Diagnosis and Treatment Using the DSM-IV-TR [3]  
 HDC 3460. Special Topic: Trauma: Impact and Intervention [3]  
 HDC 3480. Addictions and the Human Services Professional [3]  
 HDC 3490. Advanced Seminar in Counseling [1-3]  
 HDC 3550. Developmental Approach to Personal Loss and Grief [3]

TOTAL MINIMUM HOURS:

48 hours (School Counseling Track)  
 60 hours (Clinical Mental Health Counseling Track)



### Prevention Science Track

This track provides graduate training in school and community mental health prevention and policy. Coursework emphasizes empirically based research methods that inform relevant and contextually based prevention and intervention strategies. Specifically, program goals include: demonstration of competency and understanding of community mental health through effective research, practice, and advocacy; promoting the well-being of individuals, families, and communities through effective health promotion programs and policies; transforming knowledge of lifespan development into culturally sensitive research and practices that support the growth of individuals, families, and communities; establishing collaborative relationships between university and school/community professionals for the purpose of field placements, research, leadership development, and program implementation; and the ability to critically evaluate social science research and the ability to employ empirical methods toward the understanding of psychological and psychosocial processes.

### Degree Requirements

#### PREVENTION SCIENCE CORE 18 hours

HDC 3460. Special Topic: Survey of Child and Adolescent Preventative Interventions [3]

HDC. 3460. Special Topic: Human Development and Preventative Interventions: Analysis of Theories, Research, and Approaches [3]

HDC 3460. Special Topic: Public Policy Development and Advocacy in Mental Health [3]

HOD 3750. Consultation [3]

HOD 3960. Program Evaluation [3]

HOD 3621. Action Research [3]

#### FIELD EXPERIENCE 6 hours

HDC 3850. Pre-practicum [3]

HDC 3870. Practicum [3]

#### ELECTIVES 6 hours

TOTAL MINIMUM HOURS: 30 hours

### Individualized Master of Education Option

The individualized master of education option is intended to accommodate 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 program of study including at least 30 credit 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 programs 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 comprehensive examination or, if applicable, supervises the student's master's thesis. Students completing an individualized master's program 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 Ellen B. Goldring

DIRECTOR OF GRADUATE STUDIES Thomas M. Smith

PROFESSORS EMERITI R. Wilburn Clouse, James W. Guthrie

PROFESSORS John M. Braxton, Robert L. Crowson, Jr., John Geer,

Ellen B. Goldring, Stephen P. Heyneman, Joseph Murphy, Bruce

Oppenheimer, David Williams

PROFESSOR OF THE PRACTICE EMERITA Janet Eyler

ASSOCIATE PROFESSORS Robert Dale Ballou, Mark D. Cannon,

William R. Doyle, Michael K. McLendon, Thomas M. Smith, Claire E.

Smrekar, Ron W. Zimmer

ASSISTANT PROFESSORS Mimi Engel, Stella M. Flores, Jason Grissom,

Christopher P. Loss, Matthew G. Springer

RESEARCH ASSISTANT PROFESSOR Patrick J. Schuermann

ASSISTANT PROFESSORS OF THE PRACTICE Xiu Chen Cravens,

Brian L. Heuser, Carrie A. Kortegast, Catherine Gavin Loss, David D.

Mohning, Dayle A. Savage, Steven H. Smartt

SENIOR LECTURERS John A. Bachmann, Pearl G. Sims, Christine

Quinn Trank

LECTURERS Mark Bandas, Corbette Doyle, Deborah D. Tobey

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 research, professional development of leaders, and outreach projects. The professional development and leadership preparation activities encompass higher education and K-12 schools, public and private institutions, human services organizations, policy-related settings, and corporate entities. Programs in the department prepare students for a variety of professional careers in six program areas:

Educational Leadership and Policy (Ed.D.)

Higher Education Administration (M.Ed.)

Higher Education Leadership and Policy (Ed.D.)

International Education Policy and Management (M.Ed.)

Leadership and Organizational Performance (M.Ed.)

Education Policy (M.P.P.)

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

Doctoral students in all program areas complete a required core sequence of four courses: Leadership Theory and Behavior; Organizational 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 48.

## Programs in the Department

### Educational Leadership and Policy Program (Ed.D.)

Specializations in the 84-hour Ed.D. program in Educational Leadership and Policy prepare students to be leaders in educational and nonprofit organizations and to hold central office administrative and other professional positions. Students take courses in leadership and organization and other subjects such as school reform, 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 (Ed.D.)

#### Degree Requirements

##### Year 1

##### Summer 1

LPO 3450. Leadership Theory and Behavior [3]  
LPO 3340. Learning and Performance in Organizations [3]

##### Fall 1

LPO 3452. Organizational Theory and Behavior [3]  
LPO 3520. Instructional Leadership [3]

##### Spring 1

LPO 3900. Decision Analysis I—Logic of Systematic Inquiry [3]  
LPO 3600. Social Context of Education [3]

##### Year 2

##### Summer 2

LPO 3904. Decision Analysis II—Quantitative [3]  
LPO 3500. Resource Allocation and Deployment [3]

##### Fall 2

LPO 3902. Decision Analysis III—Qualitative [3]  
LPO 3650. Educational Accountability and Student Assessment [3]

##### Spring 2

LPO 3550. K-12 Education Law [3]  
LPO 3540. Governance and Politics in Education [3]

##### Year 3

##### Summer 3

LPO 3906. Decision Analysis IV—Program Analysis and Policy Evaluation [3]  
LPO 3460. Diverse Learners and At-Risk Students [3]

##### Fall 3

LPO 3680. International Issues in Education Policy [3]  
LPO 3490. Capstone Experience [3]

##### Spring 3

LPO 3570. Teachers and Teaching [3]  
LPO 3490. Capstone Experience [3]

Thirty hours of applicable credit must be transferred to complete the required 84 hours.

### Doctor of Education Program in Higher Education Leadership and Policy (Ed.D.)

The goal of the 84-hour 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 [3]  
LPO 3340. Learning and Performance in Organizations [3]

##### Fall 1

LPO 3452. Organizational Theory and Behavior [3]  
LPO 3710. The Academic Profession [3]

##### Spring 1

LPO 3900. Decision Analysis I—Logic of Systematic Inquiry [3]  
LPO 3600. Social Context of Education [3]

##### Year 2

##### Summer 2

LPO 3904. Decision Analysis II—Quantitative Research [3]  
LPO 3705. College and University Management [3]

##### Fall 2

LPO 3902. Decision Analysis III—Qualitative Research [3]  
LPO 3760. Public Policy and Higher Education [3]

##### Spring 2

LPO 3800. Nature and Function of Higher Education [3]  
LPO 3720. The College Student [3]

##### Year 3

##### Summer 3

LPO 3890. College and University Finance [3]  
LPO 3906. Decision Analysis IV—Education Policy and Program Evaluation [3]

##### Fall 3

LPO 3680. International Issues in Education Policy [3]  
LPO 3490. Capstone Experience [3]

##### Spring 3

LPO 3462. Special Topics: Institutional Research [3]  
LPO 3490. Capstone Experience [3]

Thirty hours of applicable graduate credit must be transferred to complete the required 84 hours.

#### 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 their studies in five areas of concentration: enrollment management, general higher education



administration, higher education policy, international higher education, or student affairs. Students may choose to pursue one or two concentration areas depending on their professional interests. All students in the Higher Education Administration program must complete a minimum of 36 hours of course work and pass a comprehensive exam. Students who maintain a full-time course load (9 hours per semester) can complete their M.Ed. in two academic years or four semesters.

### Degree Requirements

HIGHER EDUCATION CORE 6 hours

LPO 3705. College and University Management [3]

LPO 3800. Nature and Function of Higher Education [3]

CONCENTRATION AREA 9-18 hours

Choose one or two concentrations from the following areas: enrollment management, general higher education administration, higher education policy, international higher education, or student affairs. Course requirements are listed below.

METHODS 6 hours

LPO 3460. Research Design and Data Analysis I (required)

LPO 3460. Research Design and Data Analysis II (recommended, although another methods course may be substituted in consultation with adviser)

PRACTICUM 3 hours

LPO 3952. Practicum in Higher Education Administration [1-3]

ELECTIVES 3-12 hours

TOTAL MINIMUM HOURS: 36 hours

### Enrollment Management

The concentration in enrollment management enables students to understand how the tools and techniques of enrollment management can help to recruit, admit, and graduate students in a way that enhances the educational mission of an institution of higher education. Students in this concentration will study both the practical implementation of enrollment management and the broader strategic concerns of which enrollment managers need to be aware. Graduates of this program will be prepared for work in admissions offices, development, student affairs, or institutional research, among other career options.

ENROLLMENT MANAGEMENT CONCENTRATION 9 hours

LPO 3720. The College Student [3]

LPO 3462. Financial Aid, Admissions, and Access [3]

LPO 3842. The Practice of Enrollment Management [3]

### General Higher Education Administration

The concentration in general higher education administration is designed for students who want a more broad-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.

### Higher Education Policy

The concentration in higher education policy provides students with the knowledge and skills they need to understand the complex interrelationship between state, local, and federal government and institutions of higher education. Students in this concentration will study both key aspects of higher education management and education policymaking more broadly. This concentration prepares students for careers in governmental affairs, policy positions in government agencies, or policy research organizations, among other possibilities.

HIGHER EDUCATION POLICY CONCENTRATION 9 hours

Choose three of the following five courses:

LPO 3890. College and University Finance [3]

LPO 3906. Education Policy and Program Evaluation [3]

LPO 3464. Politics of Policymaking [3]

LPO 3835. Postsecondary Access [3]

LPO 3842. Financial Aid, Admissions, and Access [3]

### International Higher Education

The concentration in international higher education provides students with an understanding of the rapid globalization of higher education. Students will study both domestic higher education and international higher education, giving them a unique perspective on the changing nature of higher education at home and abroad. Graduates of this program will be prepared for a wide variety of positions, particularly in institutions that are seeking to broaden their international impact.

INTERNATIONAL HIGHER EDUCATION CONCENTRATION 9 hours

Choose three of the following six courses:

LPO 3385. International Organizations and Economic Development [3]

LPO 3740. Comparative Issues in Higher Education [3]

LPO 3680. International Issues in Higher Education [3]

LPO 3640. Education and Economic Development [3]

LPO 3685. Asia-Pacific: Development, Reform, and Innovation [3]

LPO 3386. Leading Globally Diverse Organizations [3]

### Student Affairs

The concentration in student affairs 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.

STUDENT AFFAIRS CONCENTRATION 9 hours

LPO 3720. The College Student [3]

LPO 3860. The Profession of Student Affairs [3]

LPO 3462. Theories of College Student Development [3]

## Master of Education Program in International Education Policy and Management

Students who pursue a degree in International Education Policy and Management have diverse international career interests and ambitions (e.g., development assistance, foundations which have international education programs, or the academic world of international education policy at universities in the U.S. or abroad). 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. With a concentration on Latin America, a student may be awarded a certificate in Latin American Studies issued by the Center for Latin American Studies in the College of Arts and Science. To meet the degree requirements, all students must take a minimum of 36 hours of course work and pass a comprehensive exam.

## Degree Requirements

### INTERNATIONAL EDUCATION POLICY AND MANAGEMENT CORE

12 hours

- LPO 3512. International Issues in K-12 Education [3]
- LPO 3740. Comparative Issues in Higher Education [3]
- LPO 3385. International Organizations and Economic Development [3]
- LPO 3640. Education and Economic Development [3]

### METHODS 6 hours

- LPO 3460. Research Design and Data Analysis I [3]
- LPO 3460. Research Design and Data Analysis II [3]
- Other choices made in consultation with program adviser.

### PRACTICUM 6 hours

- LPO 3950. Practicum in Education [1-3]

### ELECTIVES 12 hours

- LPO 3460. Education Policy in Developing Countries [3]
- LPO 3464. Politics of Policymaking [3]
- LPO 3906. Education Policy and Program Evaluation [3]
- LPO 3350. Analyzing Organizational Effectiveness [3]
- LPO 3890. College and University Finance [3]
- LPO 3685. Asia-Pacific: Development, Reform, and Innovation [3]
- LPO 3705. College and University Management [3]
- LPO 3500. Resource Allocation and Deployment [3]
- LPO 3530. Economics of Education [3]
- LPO 3600. Social Context of Education [3]
- LPO 3460. Educational Accountability and Student Assessment [3]
- LPO 3460. Organizations and Social Cohesion [3]
- LPO 3465. Leading Globally Diverse Organizations [3]
- LPO 3540. Government and Politics in Education [3]
- LPO 3525. Grants, Policy, and Administration [3]
- LPO 3842. Financial Aid, Admissions, and Access [3]
- LPO 3896. Research in International Education Policy and Management [3]

TOTAL MINIMUM HOURS: 36 hours

## Master of Education Program in Leadership and Organizational Performance

The master's program in leadership and organizational performance prepares professionals who understand the social and organizational frameworks in which human performance, communication, change, learning, and development take place and who can lead, influence, and implement those frameworks at the highest levels of organizational effectiveness. The program attracts those who desire the development and use of their leadership abilities in many different organizational settings including for-profit, nonprofit, education, and government agencies. Students must complete 36 hours of course work, including a structured internship experience, and pass a comprehensive exam.

## Degree Requirements

### LEADERSHIP AND ORGANIZATIONAL PERFORMANCE CORE 18 hours

- LPO 3450. Leadership Theory and Behavior [3]
- LPO 3452. Organizational Theory and Behavior [3]
- LPO 3366. Learning Organizations [3]
- LPO 3350. Strategy and Analytics I [3]
- LPO 3351. Strategy and Analytics II [3]
- LPO 3371. Evaluation of Organizational Performance [3]

### INTERNSHIP 3 hours

- LPO 3961. Internship in Leadership and Organizational Performance [1-3]

### ELECTIVES 15 hours

- LPO 3370. Design of Human Resource Development Programs [3]
- LPO 3380. Human Resource Planning and Business Processes [3]
- LPO 3340. Learning and Performance in Organizations [3]
- LPO 3362. Technology and the Learning Organization [3]

- LPO 3372. Consultation Skills [3]
- LPO 3373. Organizational Development [3]
- LPO 3382. Executive Coaching [3]
- LPO 3386. Leading Globally Diverse Organizations [3]
- LPO 3390. Organizational and Corporate Communication [3]
- LPO 3460. Leveraging Organizational Effectiveness [3]
- LPO 3451. Public Leadership [3]
- LPO 3525. Grants, Policy, and Administration [3]

TOTAL MINIMUM HOURS: 36 hours

## Master of Public Policy Program with a Major 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.).

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 three-hour practicum (minimum of 135 hours) focused on their area of interest and complete a major policy paper to be approved by the practicum instructor.

This multidisciplinary program provides participants with a scholarly and applied understanding of the public policy process as it relates to education. The course work will prepare students for careers as policy analysts and leaders in public service, both in and out of government. Additionally, it will serve as excellent preparation for individuals who intend to enter law school or pursue further graduate study.

## Degree Requirements

### POLICY CORE 12 hours

Select four of the following courses:

- LPO 3451. Public Leadership [3]
- LPO 3460. Politics of Policymaking [3]
- LPO 3530. Economics of Education [3]
- LPO 3505. American Education History and Policy [3]
- LPO 3510. Education Policy and School Reform [3]

Note: Students specializing in higher education policy may substitute one of the following for any of the above courses.

- LPO 3800. Nature and Function of Higher Education [3]
- LPO 3835. Postsecondary Access [3]

### METHODS 9 hours

- LPO 3460. Research Design and Data Analysis I [3]
- LPO 3460. Research Design and Data Analysis II [3]
- Selection of additional 3 hours of methods courses is made in consultation with the program adviser. May include basic statistics and research design, economic analysis, or program evaluation.

### POLICY ELECTIVES 9-12 hours

- LPO 3500. Resource Allocation and Deployment [3]
- LPO 3512. International K-12 Reform [3]
- LPO 3650. Educational Accountability and Assessment [3]
- LPO 3525. Grants Policy and Administration [3]
- LPO 3705. College and University Management [3]
- LPO 3740. Comparative Issues in Higher Education [3]
- LPO 3880. Law and Higher Education [3]
- LPO 3890. College and University Finance [3]
- LPO 3460. Institutional Policy Research [3]
- LPO 3464. Urban Policy and Implementation [3]
- LPO 3640. Education and Economic Development [3]
- LPO 3760. Public Policy and Higher Education [3]
- LPO 3550. K-12 Education Law [3]

PRACTICUM 3 hours  
LPO 3954. Practicum in Education Policy [3]  
TOTAL MINIMUM HOURS: 36 hours

## 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 degree can be obtained in four years. Candidates for admission must apply and be accepted separately to each program.

## Graduate School Degrees

### Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. 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. during their course of study.

## Psychology and Human Development

CHAIR David A. Cole  
DIRECTOR OF GRADUATE STUDIES Daniel T. Levin  
PROFESSORS EMERITI Robert B. Innes, James H. Hogge  
PROFESSORS Camilla P. Benbow, Leonard Bickman, David A. Cole, Bruce E. Compas, David S. Cordray, Paul R. Dokecki, Elisabeth May Dykens, Dale C. Farran, Judy Garber, Steven D. Hollon, Ann P. Kaiser, Daniel T. Levin, David Lubinski, Bruce D. McCandliss, 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, Laura R. Novick, Bethany Rittle-Johnson, Megan M. Saylor, Craig A. Smith, Georgene L. Troseth, Bahr Weiss  
ASSOCIATE CLINICAL PROFESSOR F. Joseph McLaughlin

RESEARCH ASSOCIATE PROFESSOR Georgine M. Pion  
ASSISTANT PROFESSORS Sun-Joo Cho, Carrie Lowe Masten, Kristopher J. Preacher, Sonya Sterba  
ASSISTANT CLINICAL PROFESSOR Vicki S. Harris  
RESEARCH ASSISTANT PROFESSORS Julia Noland, Chase A. Lesane-Brown  
SENIOR LECTURER Steven McFadyen-Ketchum  
LECTURERS Gayathri Narasimham, Leigh Wadsworth

THE Department of Psychology and Human Development offers programs of study toward the degrees of M.S. and Ph.D. in psychology, administered by the Graduate School. The Ph.D. program is offered jointly with the Department of Psychology

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

Courses offered in the Department of Psychology and Human Development are listed beginning on page 53.

## Program in the Department

### Master of Science

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

### Master of Education Program 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 children, adolescents, families, schools, and related community services.

In pursuit of this 36 hour master's program, students take core courses in applied child development, developmental theory, and research methodology and incorporate elective courses from throughout the university in pursuit of specialization in a program track (including, but not limited to, pediatric health care, developmental disabilities and early intervention services, early childhood, child advocacy and public policy, youth development, and arts and media).

The program culminates in a field placement and/or internship which provides an opportunity for students to gain direct experience in a child- or family-oriented setting.

The core child studies curriculum (18 hours) includes the following:

PSY 3600 Applied Child Studies [3]  
PSY 3610 Advanced Applied Child Studies [3]  
PSY 3900 Child Development Field Placement [6]  
or  
PSY 3900 Child Development Field Placement [3] and PSY 3960 Internship in Applied Child Studies  
An advanced course in Developmental Theory and Content [3]  
An advanced course in Research Methodology or Statistics [3]

The remaining 18 credit hours in the program of studies are electives, individually tailored to meet the professional and academic goals of the particular student. In consultation with the student's adviser, courses are selected from Peabody College and other Vanderbilt schools to provide didactic experiences in the student's specialization.



## Doctor of Philosophy

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

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

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

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

### *Cognition and Cognitive Neuroscience (Ph.D. in Psychology)*

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

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

The Quantitative Methods program has as its goal the training of graduate students who will make original contributions to the quantitative and methodological literature of psychology through the development of new techniques, through the refinement of existing techniques, and through the adaptation of techniques from other disciplines to research in psychology. The students will also be trained to provide sophisticated consultation on issues of the quantitative treatment of data and of research methodology in a wide variety of contexts. Finally, the graduates of the program will be able to provide instruction in quantitative and research methods at both the graduate and undergraduate levels.

## Special Education

CHAIR Mark Wolery

DIRECTOR OF GRADUATE STUDIES Donald L. Compton

PROFESSORS EMERITI Anne L. Corn, Joseph J. Cunningham,

PROFESSORS Donna Ford, Douglas Fuchs, Lynn S. Fuchs, Stephen Graham, Karen Harris, Robert M. Hodapp, Carolyn Hughes, Ann P. Kaiser, Craig H. Kennedy, Daniel J. Reschly, Mark Wolery, Paul J. Yoder

ASSOCIATE PROFESSORS Eric William Carter, Donald L. Compton, Laurie Cutting, Deborah D. Hatton, Mary Louise Hemmeter, Joseph H. Wehby

RESEARCH ASSISTANT PROFESSORS P. J. McWilliam, Zina Yzquierdo

ASSOCIATE PROFESSORS OF THE PRACTICE Kimberly J. Paulsen, Naomi Chowdhuri Tyler

ASSISTANT PROFESSORS OF THE PRACTICE Karen Blankenship, Andrea M. Capizzi, Alexandra DaFonte, Ruth A. Wolery

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

Courses offered in the Department of Special Education are listed beginning on page 54.

## Programs in the Department

### Master of Education Programs in Special Education

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

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

The modified specialization is designed for those intending to work with children and young adults with learning disabilities, behavior disorders, and mild/mental retardation; the comprehensive specialization is intended for those who wish to focus on students with severe disabilities; the early childhood specialization is designed to serve infants, toddlers, young children, and their families who deal with a wide range of developmental delays including cognitive, communication, social, adaptive behavior, and/or motor skills; the vision specialization is intended for those who wish to focus on students who are blind or have low vision.

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. All students take a sit-down comprehensive examination that evaluates the student's competence in the field of special education.

### Degree Requirements

FIELD WORK 3-6 hours

SPED 3120. Field Work in Special Education [1-3]

SPED 3130. Advanced Field Work in Special Education [1-3]

SPECIALIZATION AREA 21-30 hours

MODIFIED 30 hours

SPED 3210. Management Procedures for Academic and Social Behavior [3]

SPED 3230. Research Methods in Special Education [3]

SPED 3800. Advanced Trends and Issues in Learning Disabilities [3]

or

SPED 3810. Advanced Trends and Issues for Students with Behavior Disorders [3]

SPED 3820. Advanced Issues and Procedures in the Assessment of Students with Mild/Moderate Disabilities [3]

SPED 3830. Advanced Instructional Principles and Procedures in Mathematics for Students with Disabilities [3]

SPED 3835. Advanced Instructional Principles and Procedures in Writing and Language [3]

SPED 3840. Instructional Principles and Procedures in Reading and Writing for Students with Disabilities [3]

or

SPED 3845. Advanced Principles and Procedures in Reading and Writing for Students with Disabilities [3]

SPED 3860. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Moderate Disabilities [3]

SPED 3880. Teaching Special Education in Secondary Schools [3]

COMPREHENSIVE 21 hours

SPED 3030. Advanced Issues in Family Intervention [3]

SPED 3050. Augmentative and Alternative Communication [3]

SPED 3210. Management Procedures for Academic and Social Behavior [3]

SPED 3300. Advanced Programming for Students with Severe Disabilities [3]

SPED 3330. Advanced Procedures for Students with Multiple Disabilities [3]

SPED 3350. Advanced Instructional Procedures for Students with Severe Disabilities [3]

SPED 3360. Advanced Procedures for Transition to Adult Life [3]

EARLY CHILDHOOD 24 hours

EDUC 3210. Theories and Curriculum Models in Early Childhood Education [3]

SPED 3030. Advanced Issues in Family Intervention [3]

SPED 3330. Advanced Procedures for Students with Multiple Disabilities [3]

SPED 3400. Foundations of Early Childhood Special Education [3]

SPED 3410. Recommended Practices in Early Childhood Special Education [3]

SPED 3420. Recommended Practices in Early Elementary Grades for Children with Disabilities [3]

SPED 3600. Speech and Language for Exceptional Learners [3]

SPED 3900. Curriculum Design and Classroom Management [3]

VISION 27 hours

SPED 2500. Sensory Perception, Anatomy, Physiology, and Hygiene of the Eye [3]

SPED 2530. Braille Reading and Writing [2]

SPED 3013. Introduction to Single-Subject Research Methodology [3]

SPED 3210. Management Procedures for Academic and Social Behavior [3]

SPED 3300. Advanced Programming for Students with Severe Disabilities [3]

SPED 3330. Advanced Procedures for Students with Multiple Disabilities [3]

SPED 3510. Educational Procedures for Visually Impaired Learners [3]

SPED 3540. Communication Skills for Visually Impaired Learners [3]

SPED 3550. Orientation and Mobility Skills for Teachers of the Visually Impaired [3]

SPED 3580. Advanced Procedures for Visually Impaired Learners [3]

TOTAL MINIMUM HOURS: 30 hours

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

ADDITIONAL HOURS FOR TEACHER LICENSURE 12 hours

EDUC 3110 (or PSY 334). Psychological Foundations of Education [3]

SPED 3000. Education Psychology of the Exceptional Learner [3]

SPED 3140. Extended Student Teaching [6]

### Applied Behavior Analysis Certification Program

The Applied Behavior Analysis Certification Program is offered in conjunction with a primary specialization in modified, comprehensive, or early childhood special education and teaches students to conduct functional behavioral assessments, write behavior intervention programs, and consult/implement those intervention programs for a range of individuals with behavior problems. Once the coursework and internship associated with the behavior analysis program have been met and at least a master's degree has been earned, graduates will be eligible to sit for the Behavior Analysis Certification Board Exam. Individuals who pass the board exam become Board Certified Behavior Analysts.

BEHAVIOR ANALYSIS COURSE REQUIREMENTS 12 hours

SPED 3013. Introduction to Single-Subject Research Methodology [3]

SPED 3014. Advanced Procedures in Single-Subject Research Methodology [3]

SPED 3017. Experimental Analysis of Behavior [3]

SPED 3860. Advanced Procedures in Classroom Management and

Social Skills Instruction for Students with Mild/Moderate Disabilities [3]



## BEHAVIOR ANALYSIS INTERNSHIP REQUIREMENTS

6 months of supervised research assistant work [10 hours per week]

6 months of supervised Behavior Analysis Clinic work [10 hours per week]

6 months of supervised Thesis Research work [10 hours per week]

TOTAL: 18 months [720 hours]

## Teaching and Learning

CHAIR Rogers Hall

ASSOCIATE CHAIR Marcy Singer Gabella

DIRECTORS OF GRADUATE STUDIES Leona Schauble, Clifford A. Hofwolt

PROFESSORS EMERITI Jerold P. Bauch, Carolyn M. Evertson, Charles B. Myers, Victoria J. Risko, Robert S. Whitman

PROFESSORS Paul A. Cobb, David K. Dickinson, Dale C. Farran, Rogers Hall, Robert Jimenez, Richard Lehrer, Leona Schauble

PROFESSOR OF THE PRACTICE EMERITA Earline D. Kendall

PROFESSORS OF THE PRACTICE Marcy Singer Gabella, Kathy Ganske, Barbara Stengel

ASSOCIATE PROFESSORS Douglas A. Clark, Clifford A. Hofwolt, Kevin M. Leander, Henry Richard Milner, Deborah W. Rowe

ASSOCIATE PROFESSORS OF THE PRACTICE Ann M. Neely, Lisa Pray

ASSISTANT PROFESSORS Bridget M. Dalton, Amanda P. Goodwin, Pratim Sengupta

ASSISTANT PROFESSORS OF THE PRACTICE Amy B. Palmeri, Melanie Hundley, Lanette Waddell

INSTRUCTOR IN THE PRACTICE Emily Shahan

SENIOR LECTURER Catherine McTamoney

A PROFESSIONAL degree program leading to the master of education is offered through the Department of Teaching and Learning.

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 elementary education (initial licensure); English language learners; learning and instruction; learning, diversity, and urban studies; reading education; and secondary education (initial licensure).

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 57.

### Teacher Licensure

Students pursuing graduate/professional degrees may complete requirements for teacher licensure in English language learners, 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.

### Programs in the Department

#### 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 capstone experience 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.

*Degree requirements for the Master of Education programs in elementary and secondary education can be found in the chapter on Licensure for Teaching, beginning on page 21.*

#### Master of Education Programs in English Language Learners, in the United States and Internationally

Peabody's master of education program in English language learners is open to students who already possess a state teaching license or others who wish to pursue advanced study in the area of teaching linguistically diverse students in international settings. The program is designed to introduce students to the foundational and practical information to effectively serve populations who are learning English as a second language. The program consists of two strands, teaching English language learners in U.S. educational settings and teaching English in an international setting. All students have the option of completing a capstone experience or writing a thesis.

**TEACHING ELL IN THE U.S. PROFESSIONAL CORE 9 hours**

At least two of the following four areas must be represented.

**Area 1. HUMANISTIC DIMENSIONS OF EDUCATION**

EDUC 3050. Advanced Social and Philosophical Aspects of Education [3]  
EDUC 3220. Parents, the School, and the Community [3]  
EDUC 3550. Educational Linguistics and Second Language Acquisition [3]

**Area 2. BEHAVIORAL STUDIES**

EDUC 3110/PSY 334P. Psychological Foundations of Education [3]  
PSY 360P. Developmental Psychology [3]  
SPED 3000. Education and Psychology of Exceptional Learners [3]  
EDUC 3200. Foundations in Learning and Development [3]

**Area 3. TEACHING STRATEGIES AND CURRICULUM**

EDUC 3500. Foundations of Education [3]  
EDUC 3510. Advanced Teaching in Secondary Schools [3]  
EDUC 3540. Methods and Materials for ELL Education [3]  
EDUC 3620. Principles of Curriculum Development [3]

**Area 4. ASSESSMENT AND RESEARCH TOOLS**

EDUC 3170. Analysis of Teaching [3]  
EDUC 3830. Action Research in Education [3]  
EDUC 3970. Master's Thesis in Education [3]

**TEACHING ENGLISH INTERNATIONALLY PROFESSIONAL CORE 9 hours**

EDUC 3530. Foundations for ELL Education [3]  
EDUC 3550. Educational Linguistics and Second Language Acquisition [3]  
EDUC 3170. Analysis of Teaching [3]

**TEACHING ELL IN THE U.S. CORE 15 hours**

EDUC 3530. Foundations for ELL Education [3]  
EDUC 3540. Methods and Materials for ELL Education [3]  
EDUC 3550. Educational Linguistics and Second Language Acquisition [3]  
EDUC 3560. Acquisition and Assessment of ELL Students [3]  
EDUC 3570. Practicum for ELL Education [3]

**TEACHING ELL INTERNATIONALLY CORE 15 hours**

ENED 3370. Teaching Literature and Media to Adolescents [3]  
EDUC 3560. Assessment of ELL Students [3]  
EDUC 3570. Practicum for ELL Education [3]  
FRENCH 310. Foreign Language Learners and Teaching [3]  
FRENCH 312. Second Language Acquisition Theories and Research [3]

**TEACHING ELL IN THE U.S. ELECTIVES 6 hours**

Choose two courses of a foreign language at the 200 level or above.  
Depending on a student's second language experience, graduate level instructional methods or English education literature courses may be taken in lieu of foreign language course work with consent of ELL faculty.

**TEACHING ELL INTERNATIONALLY ELECTIVES 6 hours**

Choose 6 hours in graduate level educational linguistics, second language literacy, or English education literature courses with consent of ELL faculty.

**TOTAL MINIMUM HOURS: 30 hours**

## Master of Education Program in Learning and Instruction

The Learning and Instruction program is designed to promote the preparation of teachers and other education professionals interested in improving their instruction, preparing for positions of educational leadership, or enhancing their abilities to support learning in non-school settings. In particular, the Learning and Instruction program will help individuals achieve the following: strengthen their knowledge of learning and development; deepen their understanding of instructional strategies; strengthen pedagogical skills for use in classrooms on non-classroom settings; broaden understanding of learning of children from diverse backgrounds; build research skills in preparation for future doctoral study; gain understanding of educational practices in other countries; build knowledge and skills in a manner tailored to an individual's interests.

The specialization strands will require students to take four courses that relate to a core topic. Courses may be taken from other departments and schools in the university if they are consistent with the core thrust of the strand.

*Teaching and Learning.* Designed for students who wish to deepen their understanding and skills for delivering instruction across a broad range of subjects in grades PreK-6.

*Digital Literacies.* For students interested in the changing nature of literacy in a digital age and how instruction in English language arts can take advantage of emerging communications tools and technologies.

*Science and Mathematics.* Fluency in mathematics and science are key to future individual and collective success. This program will help students develop a deeper understanding of how children learn math or science and how achievement in these subject areas can be improved.

*Language, Culture, and International Studies.* Our global society demands language skills and unprecedented knowledge of other cultures; this specialization focuses on the relationship between cultural diversity and learning, English language learners, and international exchange.

*Individualized Program.* Designed for students interested in curriculum and instruction, advanced secondary teaching, or non-school settings.

**The 30-hour program can be completed over three semesters (fall, spring, and summer) and consists of the following:**

**LEARNING AND INSTRUCTION CORE 12 hours**

EDUC 3200. Foundations in Learning and Development [3]  
EDUC 3620. Principles of Curriculum Development [3]  
EDUC 3170. Analysis of Teaching [3]  
EDUC 3830. Action Research in Education [3]  
or  
EDUC 3970. Master's Thesis in Education [3]

**SPECIALIZATION STRAND 12 hours**

Choose four courses from the following strands: Teaching and Learning; Digital Literacies; Science and Mathematics; Language, Culture, and International Studies; or an Individualized Program

**ELECTIVES 6 hours**

Selection of specialization and elective courses is made in consultation with the program adviser.

**TOTAL MINIMUM HOURS: 30 hours**

## Master of Education Program in Learning, Diversity, and Urban Studies

Learning, Diversity, and Urban Studies (LDUS) is a non-licensure master's degree program designed for teachers and other professionals who aspire to understand the complex ways in which diversity influences learning in settings both inside and outside of schools. The 30-hour program will prepare you with the knowledge and the research skills to boost your success in education or related fields.

As a graduate of LDUS, you can expect to strengthen your classroom teaching; pursue positions in other settings such as museums and nonprofit or for-profit organizations; become a leader in public schools as a diversity officer, professional development coordinator, curriculum coordinator, or learning coach; or build research skills in preparation for entering a doctoral program.

The 30-hour program can be completed over three semesters (fall, spring, and summer). Students enter as a cohort and take their core courses together. The major consists of the following:

### LEARNING, DIVERSITY, AND URBAN STUDIES CORE 12 hours

EDUC 3630. Learning, Diversity, and Urban Studies Seminar I [3]  
 EDUC 3640. Learning, Diversity, and Urban Studies Seminar II [3]  
 EDUC 3620. Principles of Curriculum Design [3]  
 EDUC 3830. Action Research in Education [3]

### INTERNSHIP 6 hours

EDUC 3963. Internship in Learning, Diversity, and Urban Studies [3]

### SPECIALIZATION IN CLASSROOM TEACHING OR OUT OF SCHOOL

#### LEARNING 9 hours

### ELECTIVES 3 hours

Selection of specialization and elective courses is made in consultation with the program adviser.

TOTAL MINIMUM HOURS: 30 hours

## Master of Education Program in Reading Education

Peabody's master of education program in reading education is designed to focus on literacy development, assessment, and instruction of students with diverse learning and literacy needs. The program meets standards suggested by the International Reading Association and NCATE accrediting standards. To be admitted, students must have teacher licensure or equivalent teaching experiences. The program of study can be designed to fulfill the requirements for an add-on endorsement as a reading specialist.

### READING EDUCATION PROFESSIONAL CORE 9 hours

At least two of the following four areas must be represented.

#### Area 1. HUMANISTIC DIMENSIONS OF EDUCATION

EDUC 3050. Advanced Social and Philosophical Aspects of Education [3]  
 EDUC 3220. Parents, the School, and the Community [3]  
 EDUC 3550. Educational Linguistics and Second Language Acquisition [3]

#### Area 2. BEHAVIORAL STUDIES

EDUC 3110/PSY 334P. Psychological Foundations of Education [3]  
 PSY 360P. Developmental Psychology [3]  
 SPED 3000. Education and Psychology of Exceptional Learners [3]  
 EDUC 3200. Foundations in Learning and Development [3]

#### Area 3. TEACHING STRATEGIES AND CURRICULUM

EDUC 3500. Foundations of Education [3]  
 EDUC 3510. Advanced Teaching in Secondary Schools [3]  
 EDUC 3540. Methods and Materials for ELL Education [3]  
 EDUC 3620. Principles of Curriculum Development [3]

#### Area 4. ASSESSMENT AND RESEARCH TOOLS

EDUC 3170. Analysis of Teaching [3]  
 EDUC 3830. Action Research in Education [3]  
 EDUC 3970. Master's Thesis in Education [3]

### READING EDUCATION CORE 18 hours

EDUC 3370. Literacy Assessment and Professional Development [3]  
 EDUC 3390. Literacy Development [3]  
 ENED 3400. Reading and Learning with Print and New Media [3]  
 EDUC 3420. Literacy for Diverse and Special Needs Learners [3]  
 EDUC 3430. Diverse and Special Needs Learners Practicum [3]  
*And choose one of the following:*  
 EDUC 3460. Teaching and Learning the Language Arts: Theory and Research [3]  
 ENED 3040. Perspectives on the English Language [3]  
 SPED 3600. Speech and Language for Exceptional Learners [3]  
 EDUC 3550. Educational Linguistics and Second Language Acquisition [3]  
 SPED 3835. Instructional Principles and Procedures in Writing and Language [3]

### READING EDUCATION ELECTIVES 3 hours

ENED 3920. Literature, Popular Culture, and New Media [3]  
 ENED 3000. Teaching Literature in Elementary Classrooms [3]  
 ENED 3040. Perspectives on the English Language [3]  
 ENED 3380. Teaching Writing and Multimedia Composition [3]  
 ENED 3500. Advanced Study of Literature for Children [3]  
 SPED 2810. Assessment Strategies for Students with Disabilities [3]  
 SPED 3400. Foundations of Early Childhood Special Education [3]  
 SPED 3600. Speech and Language for Exceptional Learners [3]  
 EDUC 3460. Teaching and Learning the Language Arts [3]  
 EDUC 3530. Foundations of ELL Education [3]  
 EDUC 3560. Assessment of ELL Students [3]

Through careful course selection from the professional core area and elective, an added endorsement in English language learners may also be earned.

TOTAL MINIMUM HOURS: 30 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).



## Human and Organizational Development Courses

### Community Development and Action Courses

**3000. Master's Proseminar: Becoming a Change Agent.** This course is designed with first-semester master's students in the Departments of Human and Organizational Development and Leadership, Policy, and Organizations in mind. The primary goal is to provide the foundation for graduate study in both organizational leadership and community development action. 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 the required master's 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]

**3100. Community Inquiry.** Overview of issues and methods in community research. Epistemology, theory, research design, critical analysis, levels of inquiry, and the range of data collection and analysis methods available for community research. [3]

**3200. Ethics of 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]

**3460. Fieldschool in Intercultural Education.** This course takes place in a community other than one's own either domestically or internationally over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [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]

**3610. Development Project Design and Evaluation.** Examines how development projects and programs intended to improve social, economic, health, energy, environmental, and other conditions in human communities are designed by development professionals and how they determine whether or not such interventions achieve their purposes and warrant similar investment in the future. Analytical work undertaken at several stages in the design and evaluation process, including social, financial, managerial, legal, environmental, and other analyses, as well as impact analysis, are carried out. The purpose is to understand the ways applied research underpins and influences development investment decisions. [3]

**3620. Action Research.** Specialty core requirement for the community development and social policy (CDSP) track in the Community Development and Action 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]

**3660. Faith and Politics in the Community.** The intersection between religion and politics, especially its form within local communities of the South, is the subject of this multidisciplinary seminar. The course bridges the social sciences and humanities to investigate how local cultural and religious forces propel citizens toward political and religious decisions and actions. Field research data drawn from ongoing investigations in Tennessee communities provides an empirical as well as a theoretical foundation to the analysis. A number of topics will be pursued with primary focus on the problem of war. The seminar is team taught by faculty from the Law School, the College of Arts and Science, the Divinity School, and Peabody College. Prerequisite: permission of the instructor. [3]

**3665. High Poverty Youth: Improving Outcomes.** (Also listed as SPED 3080) 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 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]

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

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

**3850. Pre-Practicum for Community Development Action.** [3]

**3870. Thesis Development Seminar.** The purpose of course is to help students plan empirical theses. Students must register for both Fall and Spring semesters in that order. Fall will be devoted to the identification of a tentative topic or area 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 approach 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 problems in practicum sites. Prerequisite: HOD 3000. [1-6]

**3930. Readings and Research.** [1-6]

**3960. Special Topics.** May be repeated with a change in topic. [1-4]

**3970. Masters Thesis Research.** [1-6]

## 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 examining organizations, teams, families, and couples. Theories and specific strategies will be introduced each weekend that examine a different level within the system. This course is both didactic and experiential. [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 in 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, and 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 school/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]

**3930. Readings and Research in Human Development Counseling.** May be repeated for credit. [1-3]

**3970. Master's Thesis in HDC.** [1-3]

## Leadership, Policy, and Organizations Courses

### LOP 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. Strategy and Analytics I.** This interdisciplinary skill development course designed to introduce students to the critical accounting, financial, strategic and analytical tools (including Excel) needed to understand how organizations work and to evaluate how well they are performing. It is structured as a hands-on course and students will use start-up organizations and strategies (for-profit, not-for-profit, and public sector) as a microcosm in which to explore the analytics of effective organizational performance. [3]

**3351. Strategy and Analytics II.** This intermediate level course uses a hands-on approach to study how accounting, financial and analytical tools can be used to enhance the performance of for-profits, not-for-profits, and the public sector. Students will improve their ability to: evaluate quantitative results, identify performance improvement strategies, develop charts and presentations to communicate organizational performance, and make effective decisions. Prerequisite: LPO 3350. [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]

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

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

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

**3371. Evaluation of Organizational Performance.** Study of the theory and practice of program evaluation as it is applied to various program or process initiatives in an organizational setting. Special attention to integration of evaluation and performance, evaluation strategies including balanced scorecards, measuring key results and indicators, assessing returns on expectations and investment, and crafting the role of evaluation in providing evidence to secure, create, and implement any process or change initiative that adds value to the organization's performance. Prerequisite: LPO 3350 and 3351 [3]

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

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

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

**3375. Leading and Facilitating Groups.** Focus on how organizational leaders guide, influence, coach, advise, support, teach and lead groups. Topics include observation and diagnosis of group dynamics and group processes, and design and implementation of group process interventions, including strategic processes, data reduction, action planning, process reviews, learning and development, decision-making, brainstorming, teams, and structured meetings. [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]

**3386. Leading Globally Diverse Organizations.** The goal of this course is to enable students to improve an organization's ability to work effectively across potential barriers imposed by culture, race, gender, and other dimensions of diversity. Students will explore the political, financial, and organization-specific issues with a focus on developing strategies to enhance inclusivity. [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)

**3410. Seminar in Public Policy.** Examines the development and analysis of public policy in American governments, with particular attention to the policy context for private sector and nonprofit sector organizations. Current policy issues are explored. [3]

**3420. Seminar in Public Finance.** Examines the administrative, political, and policy environments in which budgets and tax policies are made to achieve the aims of American national, state, and local governments. Students will have met expectations for the course when they are able to express well their understanding of how American state, local, and national governments provide funding for services to citizens. Any student not having an academic or practical background in the organization and functioning of American governments should consult the teacher for suggestions about supplemental readings. Prerequisite: None. [3]

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

**3451. Public Leadership.** This course is designed as a broad introduction to the field of public leadership, and is tailored to students who desire to lead within the public sector. It is intended to foster learning that is relevant to current and future leaders in federal, state, local government and those organizations that benefit the common good. [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. Special Topics in Education.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**3461. Special Topics in School Administration.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**3462. Special Topics in Higher Education Administration.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**3463. Special Topics in Human Resource Development.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**3464. Special Topics in Education Policy.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**3465. Special Topics in Organizational Leadership.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

## Individual Study (3470-3499)

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

**3480. Principals Leadership Academy of Nashville (PLAN) Seminar.** This seminar is for members of the Principals 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 impart purpose to propel learning. May be repeated for up to 6 hours of credit. Consent of instructor required. [1-6]

**3490. Capstone Project Seminar.** The capstone project seminar is an opportunity for Ed.D. program participants to bring to bear analytic abilities, professional understandings, contextual knowledge, and teamwork skills they have accumulated throughout the entire program and apply these capacities to a focused management consulting group project undertaken for a client in the community. The initial seminar meeting will address the scope and associated work plan for each capstone project. Subsequent class meetings involve an interim report (data collection, data analysis, preliminary recommendations) and a final public presentation of the completed capstone report. [3]

## 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 resource. 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. American Education History and Policy.** This course examines the history of American education and K-12 policy and considers the ways in which educators, reformers, political leaders, foundations, and parents have historically used public school as both a pathway to individual betterment, and as an enduring tool of broader social reform. We will explore the social, political, intellectual and historical context of core educational policy areas- school choice and the charter school movement, mass testing, preschool education, bilingual education/ English language learning, special education, and the push accountability- and pay special attention to issues of race, class, and ethnicity. Through lectures, shared readings, class discussion, and written work, we will take what scholars have called the long view of education politics, governance, and reform. In so doing, students will gain a more historically grounded understanding of the political debates and policy challenges that have shaped- and continue to shape- American public education in the present day. [3]

**3510. Education Policy and School Reform.** This course is designed to (1) increase students' familiarity with and understanding of select key issues in current school reform policy debate; (2) enable students to systematically evaluate research on both sides of debates about particular types of school reform policies; (3) increase students' ability to access and properly use research on school reform to inform analysis, evaluation, decision-making, and implementation; and (4) improve students' skills in oral and written analysis and presentation. [3]

**3512. International Innovations in K-12 Policy Reform.** Schooling is now compulsory throughout the world, but rarely are the resources sufficient to fund it adequately. Schooling in democracies takes on similar characteristics in the effort 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 Western 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]

**3515. Teacher Policy.** This course provides an introduction and overview to rapidly expanding areas of educational policy research; the study of teacher effectiveness, teacher labor markets and teacher policy. The goals of this course are for students to become familiar with the most current research in these areas and to support students as they continue to develop skills as critical consumers of empirical work in educational policy. [3]

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

**3525. Grants, Policy, and Administration.** Grants from government and private sources provide crucial funding to universities, K-12 schools, hospitals, law enforcement agencies, social service agencies, and non-profit organizations. There is a constant demand for grant funding and for grant personnel who understand the range and complexity of grant funding sources. This course will ensure participants gain a practical understanding of grant theory, grant policy, grant funding research methods, and effective application of that knowledge in order to secure and/or disseminate appropriate grant funding for their organization or project. Since this course is designed to focus on grant policy development and grant administration, a primary focus will be placed on developing skills related to organizational internal and external strategic planning, capacity building and the creative and disciplined execution of grant funds. [3]

**3530. Economics of Education.** This course focuses on problems of the American educational system. Most attention will be paid to primary 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 problems of American education, but also to understand (and use) economic tools of analysis. These tools are 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 redesigned to improve accountability? This question is examined with particular 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 problems, procedures, court decisions, and how to read a case. [3]

**3560. Seminar in Public Policy.** This seminar in public policy examines the development and analysis of public policy in the American federal system, with particular attention to current issues in the political environment with broad, perhaps intergovernmental implications. No prerequisite, but students who have not completed a basic American political science course and American public policy course should consult the instructor. [3]

**3565. Policy Analysis I.** This course is the first in a two course sequence designed as an introduction to and application of applied statistics in public policy. The course will provide students with a basic understanding of statistical concepts, including common statistical techniques and applications and proper interpretation and analysis. This foundation not only provides the basis for the second course, but it will equip students to conduct the types of public policy and data analyses that are typical in education and public policy jobs. [3]

**3566. Policy Analysis II.** This course is an applied statistics course in public policy. Students will learn to mine and tame datasets to address research questions. Our concern will be with the application of certain statistical techniques, not their mathematical derivation or theoretical underpinnings. We will break the class into subsections where we will be gin with a set of research questions regarding K-12 education policy, higher education or other topic. Students will use datasets to analyze and understand the research question. [3]

**3570. Teachers and Teaching.** Teachers and Teaching provides an initial grounding in what educational leaders should know about research on teaching, professional development and induction, pre-service teacher education, and current related topics. The course is designed for LPO Ed.D. students and is organized around seminar discussion of current literature on teachers and teaching. [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]

**3621. Ph. D. Seminar in K-12 Education Leadership and Policy.** This required course for Ph.D. students in the K-12 Leadership and Policy Program focuses on research and policy issues that are studied in depth by LPO faculty. The content of the course changes each year, based on the research interests and focus of the faculty member teaching it. Rotating topics have included Measurement and Assessment; Instructional Leadership; Urban School Reform; and Teacher Policy. [3]

**3622. Ph.D. Seminar in Higher Education Leadership and Policy.** This required course for Ph.D. students in the Higher Education Leadership and Policy Program focuses on research and policy issues that are studied in depth by LPO higher education faculty. The content of the course changes each year, based on the research interests and focus of the faculty members teaching it. Rotating topics have included History of American Higher Education; Organization and Governance of Higher Education; The Academic Profession: Structure and Roles; The College Student: Structure, Processes, and Effects; and Comparative Issues in Higher Education Policy Reform. [3]

**3630. Arts Policy.** This course is designed to (1) acquaint students with the origins and evolving character of public funding for the arts in the United States; (2) introduce a wide range of current arts and arts education policy issues; and (3) provide a broad context within which rationales for and consequences of various forms of arts funding and programming can be explored and analyzed. [3] (Not currently offered)

**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]

**3650. Educational Accountability and Student Assessment.** The course provides students an in-depth understanding of testing, large-scale assessment, and educational accountability. An understanding of test scores and standards for the development and use of educational and psychological tests will provide a foundation for examining and evaluating large-scale assessment practices today. Applied measurement and assessment issues are examined with regard to topics such as standards-based reform, annual yearly progress, identification of students at-risk, and program effectiveness. [3]

**3680. International Issues in Educational Policy.** This course covers education outside the United States, including primary, secondary, and higher education. Depending on student demand, it can cover any country in any region. It is designed for those who intend to enter the field of education policy or administration and who need to be able to bring knowledge and experience with education in diverse global contexts to bear on issues of policy and practice. [3]

**3685. Education in the Asia-Pacific Region: Development, Reform, and Innovation.** This course focuses on an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. Students will examine perspectives from educational researchers, policy makers and practitioners on the major issues, concerns and prospects regarding educational developments in the region. [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]

**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]

**3760. Public Policy and Higher Education.** Public Policy and Higher Education ensures students gain historical, conceptual, and practical perspectives on contemporary public policies for higher education in the United States. The course pursues this focus by examining the fluid political environment in which governments operate; the intersection of institutions, actors, and processes that results in public policies for higher education; and the outcomes of policies that are enacted. The course explores various conceptual and theoretical perspectives on the formation of higher-education policy and surveys contemporary policy challenges confronting states, higher-education systems, and campuses. [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

**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]

**3825. Planning and Implementing Service-Learning Programs.** Students will examine the key processes and elements of effective service-learning classes and programs and apply them to program design and implementation in schools and universities. Focus will be on the principles of good practice in service-learning and the growing body of evidence-based practice literature. [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]

**3835. Post Secondary Access.** This seminar will explore how demographic change, public policy, and law promote and/or impede accessibility to U.S. Higher Education. Students will be exposed to a variety of literature that is both multidisciplinary and multilevel in regard to governance (institutional, local, state, and federal policies). Since the primary theme of the seminar is access to post secondary institutions, course materials will focus on groups historically and currently underrepresented in U.S. higher education. These include students who are low-income, race and ethnic minorities, and/or immigrant students. In addition, the course will explore the effects of educational intervention programs designed to increase college access as well as the role of state and federal legislation on higher education access rates. Upon completion of the seminar, students will have learned relevant policy analysis skills that include synthesis of research, clear and concise

presentation of relevant facts to stakeholders, and strategies for making responsible policy recommendations. [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]

**3842. The Practice of Enrollment Management.** This course deals with the understanding of the contexts in which enrollment management is practiced in American colleges and universities. The study of this area of higher education management is used to better understand each of the constituent parts of higher education admissions, financial aid and access. The course also places the field of enrollment management in broader context in order to better understand what it means to combine the once disparate elements of recruitment, admission, and student success into a single organizational structure. [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]

**3861. Theories of College Student Development.** Students will explore various theories of college student development and will discuss their strengths and limitations. Through the course, participants will develop an understanding and the ability to apply these theories as practicing student affairs professionals. Course activities include discussion, classroom presentations, group activities, and lecture. [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. Research in Education.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3931. Research in School Administration.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3932. Research in Higher Education Administration.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3933. Research in Human Resource Development.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

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

**3935. Research in Organizational Leadership.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3936. Research in International Education Policy and Management.** Consent of faculty supervisor required. May be repeated. [1-6]

**3940. 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]

**3941. Field Experiences in School Administration.** 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]

**3942. Field Experiences in Higher Education Administration.** 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]

**3943. Field Experiences in Human Resource Development.** 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]

**3944. Field Experiences in Education Policy.** 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]

**3945. Field Experiences in Organizational Leadership.** 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]

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

**3951. Practicum in School Administration.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**3952. Practicum in Higher Education Administration.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**3953. Practicum in Human Resource Development.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

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

**3960. 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]

**3961. Internship in Leadership and Organizational Performance.** This is a supervised on-site experience. Students serve in positions that will use competencies in analysis, human resource management or development, organizational change or development, instructional design, assessment, evaluation, diversity, or other skills and knowledge as necessary. [1-3]

**3962. Internship in Higher Education Administration.** 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]

**3963. Internship in Human Resource Development.** 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]

**3964. Internship in Education Policy.** 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]

**3965. Internship in Organizational Leadership.** 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]

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

**3991. Ed.D. Dissertation Research.** Open to Ed.D. doctoral candidates. May be repeated for credit [1-6]

**3999. Doctoral Candidacy.** Open to doctoral candidates who have taken all of their dissertation hours. May be repeated. [0]

## Psychology and Human Development Courses

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

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

**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]

**3690. Special Topics in Child Studies.** May be repeated with change of topic. [1-3]

**3890. Independent Study in Child Studies.** May be repeated. [1-3]

**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.** May be repeated. [1-3]

**3980. Directed Research in Applied Child Studies.** May be repeated. [3]

### The following courses are available through the Graduate School.

**301. Methods of Psychological Research.** Methods for collecting and analyzing empirical information about behavior. Serves as a base upon which to build research competence through more advanced courses and research apprenticeships. [3]

**303. Research Methods in Developmental Psychology.** Major empirical approaches to the study of development. Emphasis on human behavioral development, although elements from comparative psychology and biomedical sciences included. [3] (Not currently offered)

**304. Field Research Methods.** The purpose of this course is to provide the student with an introduction to applied social research in field settings. The course will provide the student with an understanding of basic issues in measurement and design as well as practical skills needed to conduct research in real world settings. Basic knowledge of statistics suggested. [3]

**305. Research Methods in Child Clinical Psychology.** Research with clinical populations with a particular emphasis on methods applied to the study of children, youth, and families. [3]

**309. Introduction to Statistical Inference.** Introduction to statistical methods for graduate students in education and psychology with minimal undergraduate statistical background. The course will present descriptive and inferential methods for assessing distributional shape, central tendency, variability, and association. An introduction to statistical computing with popular general purpose statistical computer programs will be provided. [3]

**311. Experimental Design.** Application of statistical concepts and inferential techniques to the design and analysis of experiments in the behavioral sciences. Advanced procedures for analysis of variance and analysis of covariance. Prerequisite: 310P or equivalent. [3]

**314. Structural Equation Modeling.** This course introduces the basic principles of path analysis, confirmatory factor analysis, and latent variable structural modeling, which constitute a powerful set of statistical tools for examining correlational, observational, and even experimental data in the social sciences. Computer techniques for conducting these analyses will also be taught: the LISREL program in particular, but AMOS will also be introduced. [3]

**319. Advanced Seminar in Measurement, Statistics, and Evaluation.** Special topics in measurement, statistics, and program evaluation. May be repeated with change of topic. Prerequisite: consent of instructor. [3]

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

**336. Behavioral Pediatrics and Child Health Psychology.** Behavioral pediatrics and child health psychology for advanced predoctoral and postdoctoral trainees. Topics include the scope and definition of behavioral pediatrics, measurement of child behavior, children's health beliefs and understanding of illness, theories of psychosomatic illness, immunologic and endocrinologic aspects of stress, compliance, psychological effects of physical illness, families' responses to stress, and psychological intervention strategies. [3]

**338. Family Therapy.** Techniques of family and marital therapy, integrating cognitive-behavioral, systemic, and structural approaches. [3]

**340. Psychopathology.** Focuses on descriptive, epidemiological, and casual psychopathology research, with an emphasis on developmental and cultural influences. The course goal is to increase students' ability to think creatively and critically about psychopathology research and to conduct their own psychopathology-related research. Prerequisite: Consent of instructor [3]

**344. Psychological Intervention: Individual Focus.** Theories and research in psychotherapy. Some initial skill training will be provided. Required before taking practica. Prerequisite: 343 [Variable credit: 1-3]

**347. Advanced Seminar in Community Psychology.** May be repeated with change of topic. [Variable credit: 1-3]

**349. Advanced Seminar in Clinical Psychology.** May be repeated with change of topic. [3]

**350. Human Learning.** Overview of the major experimental approaches to human learning, with an emphasis on the limitations/contributions of each paradigm. [3]



**352. Human Cognition.** Current research and theory in cognitive psychology. Emphasis on memory, perception, and language. Some applications of cognitive theories are explored. [3]

**354. Language and Text Processing.** Fundamental survey course in language, required for students in the cognitive studies Ph.D. program. Focuses on the psychological and linguistic aspects of sentence and discourse processing, with some attention to computer simulations. Class sessions are generally a combination of lecture material and student presentation. [3]

**355. Sociobiology.** Evolutionary models of social behavior across a wide range of species. Specific topics include: kin selection and inclusive fitness; space utilization; parent-infant interactions; aggression; kin recognition; mate choice and reproductive strategies and communication. [3]

**357. Seminar in Behavioral Biology.** Selected topics in behavioral biology—e.g., ethology. Content varies according to student needs and interests. May be repeated. [3]

**360. Developmental Psychology.** Central issues, theories, and methods. [3]

**361. Seminar in Cognitive Development.** Major theoretical and conceptual issues in cognitive development. Emphasis in current research topics like memory development, reading, conceptual development, semantic development, problem solving, and reasoning. Recommended background: 352P and/or 360 [3]

**363. Seminar in Social and Personality Development.** Development of personality and social processes, with emphasis on methods of inquiry. Trait theory, socialization processes, origins of gender differences, cultural differences in childbearing practices, experimental and observational methods in developmental research, and development of motivational systems. [3]

**368. Advanced Seminar in Developmental Psychology.** May be repeated with a change of topic. [3]

**369. Master's Thesis Research.** Open only to candidates for the Master of Science degree engaged in thesis research and writing. Consent of major professor required. [Variable credit: 1-6]

**375. Social Psychology.** Emphasis on current theory and research. [3]

**378. Current Research In Social Psychology.** A seminar on the current state of the field of social psychology as explored through critical analysis of recent journal articles. May be repeated. [3]

**381. Cognitive Theories of Mathematical Learning.** (Also listed as MTED 3810.) 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 theories, activity theory, and constructivism. [3]

**382. Assessment of Personality.** Assessment of children and adolescents in varied contexts using personality tests in practical settings, with emphasis on projective testing and the clinical method. Interpretation and report writing. Prerequisite: consent of instructor. [3]

**386. Psychological Intervention with Children.** Various intervention approaches with children, including parent training, behavior therapy, group therapy, psychopharmacological intervention, individual psychotherapy, cognitive behavioral intervention, psychoanalytic play therapy, and residential treatment. [3]

**396. Special Topics in Psychology.** May be repeated with change of topic. [Variable credit: 1-4]

**397. Readings and Research in Psychology.** Individual programs of reading or empirical research in psychology. Prerequisite: consent of faculty supervisor. May be repeated. [Variable credit: 1-3]

**399. Ph.D. Dissertation Research.**

**3995. Half-Time Ph.D. Dissertation Research.** For students who have completed 72 hours and devote a half-time effort to dissertation research. [0]

## Special Education Courses

**2530. Braille Reading and Writing.** Literary braille code and introduction to Nemeth code for mathematics. Braille writing and reading proficiency for future teachers of students with visual impairments. Introduction to strategies for infusing braille into literacy instruction and technology for producing and accessing braille. Students read, write, and proofread braille and observe teachers as they teach braille to students with visual impairments. [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]

**3016. Hierarchical Linear Modeling in Educational Research.** This course provides an introduction to hierarchical linear modeling (HLM). HLM is a methodology that can be used when a dataset possesses some form of nesting or hierarchical structure. This includes conditions where data are collected among clustered units, such as students within schools or employee within organizations. It also includes many longitudinal studies, as repeated measures can be viewed as nested with persons. [3]

**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]

**3018. Observational Methods.** This doctoral-level course addresses what is known about quantitative, systematic observation of behavior to



measure behavior that may or may not be used to infer status on psychological constructs. The content emphasis is on providing students with the rationale for selecting among the many options at all stages of observational measurement. Among the topics covered are (a) classical measurement theory and Generalizability theory as they relate to observational measurement, (b) principles for selecting measurement procedures, selecting behavior sampling methods, designing coding systems, selecting appropriate metrics (including nonsequential and sequential variables), (c) sequential analysis of behavior, (d) the tension between ecological validity, representativeness, and construct validity, (e) interobserver reliability issues, and (f) other issues related to the direct observation of behavior. [3] Yoder.

**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 AAC 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 AAC 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 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.** The primary purpose of this course is for students to become discriminating consumers of educational research. By completing this course, students should be able to read and understand the nature and quality of the designs described in many research articles. They should be able to think critically about such work and determine whether the authors' conclusions are warranted. Students will also learn about differences between qualitative and quantitative research; and between survey, correlational, causal-comparative, and experimental research. [3]

**3240. Attention Deficit/Hyperactivity Disorder: Educational Implications.** This advanced undergraduate/masters-level course will first address the issues and controversies surrounding the definition, etiology, and identification of Attention Deficit/Hyperactivity Disorder (AD/HD). Potential relationships or related issues involving other child characteristics or difficulties, including child temperament, depression, bipolar disorder, Tourette's Syndrome, and oppositional-defiant disorder, will also be addressed. A major focus of the course will be working successfully with children with AD/HD in the school and classroom. A collaborative, multi-modal model that involves parents, general and special education teachers, school psychologists, and other professionals as appropriate will be emphasized. Integration of multiple forms of intervention will be explored, including affective, behavioral, cognitive, social, and medical approaches; discovering what works for children with AD/HD is an ongoing process that requires experience, persistence, and collaboration. [3]

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

**3300. Methods of Instruction for Students with Severe and Multiple Disabilities.** This course discusses assessments and instructional strategies for students with severe, profound, and multiple disabilities. Emphasis on general instructional strategies for the acquisition and generalized of skills are addressed. Methods for developing and implementing individualized programming such as lesson planning, IEP, and environmental arrangements are discussed. [3]

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

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

**3330. Methods of Instruction for Students with Severe and Multiple Disabilities.** This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with severe, profound, and multiple disabilities in educational settings. [3]

**3350. Advanced Access to General Education and Teaching Functional Academics.** Graduate-level course in which a variety of curricular options are discussed for supporting students with severe disabilities in accessing general education and grade level standards. Evidence-based instructional strategies for teaching reading, math, science, and social

studies as functional life skills are presented. Students develop and demonstrate lesson plans and instructional units to teach students with severe disabilities. [3]

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

**3400. Foundations of Early Childhood Special Education.** Provides the historical, legal, and theoretical foundations of early intervention/early childhood special education for infants, toddlers, and preschoolers with disabilities. Includes recommended practices related to assessment 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 information on assessment and intervention in cognitive, social, and play skills for young children with disabilities. Includes information on teaming, transition, behavior support, and classroom design in inclusive environments. [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]

**3500. Medical and Educational Implications of Visual Impairments.** Assessment of sensory function, including integration of information from medical and rehabilitation vision care specialists, as basis for planning, implementing, and monitoring intervention/education for learners with visual impairments, with emphasis on specific visual disorders, functional use of senses, assistive technology for enhancing visual function (i.e., optical and nonoptical devices), and family/child characteristics. Linking structure/function of visual system to most prevalent visual conditions, identifying implications of conditions for development and learning, and identifying appropriate accommodations for optimizing visual function. Roles of teachers of students with visual impairments; medical, educational, and rehabilitation professionals; families; and other team members in optimizing outcomes for students with visual impairments. Content provided through lectures, demonstrations, observations, laboratory dissections, and integrated fieldwork. [3]

**3510. Educational Procedures for Student with Visual Impairments.** Introduction to the literature, history, principles, programs, practices, and problems in the field of visual impairment/blindness. Role of teacher of students with visual impairments in providing access to the general core curriculum, providing instruction in the expanded core curriculum for students with visual impairments, and introduction to assistive technology. Using assessment and data driven decision making to guide intervention planning, implementation, and progress monitoring. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

**3530. Advanced Braille.** Catalog Description: Proficiency in Nemeth code for braille mathematics; introduction to braille computer, music, and foreign language codes for future teachers of students with visual impairments. Introduction to strategies for teaching mathematics to students who use braille. Students read, write, and proofread advanced braille codes; observe teachers as they teach advanced braille codes to students with visual impairments; and acquire technology skills required to teach and produce braille to students with visual impairments. Prerequisite: SPED 2530 or permission of the instructor. [2]

**3540. Communication and Literacy Skills for Students with Visual Impairments.** Promoting/teaching communication and literacy skills, including use of assistive technology for communication and literacy (augmentative communication devices, computer-assisted instruction, keyboarding skills, non-optical devices for enhancing reading and writing,

etc.) for students with visual impairments, including those with multiple disabilities. Special emphasis on learning media assessments; assessment of communication and literacy skills for intervention planning, implementation, and program monitoring; accessibility and production of appropriate learning media. Open only to individuals who have completed or are currently enrolled in a braille class. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Consent of Instructor required. [3]

**3550. Orientation and Mobility for Teachers of Students with Visual Impairments.** Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [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 Students with Visual Impairments.** Advanced strategies for providing access to the general core curriculum and providing instruction in the expanded core curriculum for students with visual impairments, early intervention and family-centered practices, with particular emphasis on assistive technology/technology and universal design for learning. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [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.** Provides information on communication assessment and, intervention procedures useful for teachers of young children including children with disabilities and children at-risk due to poverty. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. [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. 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. 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. Issues and Procedures in the Assessment of Students with High-Incidence 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. Advanced 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. Instructional Principles and Procedures in Mathematics 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. [3]

**3835. Instructional Principles and Procedures in Writing and Language.** This course focuses on how to teach writing and language skills to students with high incidence disabilities. This course examines writing and language development, the written and language difficulties encountered by students with high incidence disabilities, assessment and instruction of writing and language difficulties, as well as cultural diversity and writing and language differences. This course involves students learning how to apply specific instructional programs in writing. The course focuses on the explicit teaching procedures as well as the use of technology for teaching writing/language skills. [3]

**3840. Instructional Principles and Procedures in Reading for Students with Disabilities.** Presents empirically validated instructional procedures to address the reading deficits of students with disabilities. Focuses on explicit teaching procedures, direct instruction, and instructional design principles that apply to reading. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures, and data-based decision making are 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 interdisciplinary consultation strategies involving parents, medical, vocational, career, and social work professionals. Prerequisite: 3800 or 3860. [3] (Not currently offered)

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

**3870. Accommodating Diversity in the Classroom.** Explores the importance and difficulty of teaching heterogeneously grouped students in mainstream classrooms and offers specific instructional strategies for doing so effectively. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students--students with and without disabilities at multiple points along the achievement continuum. [3] (Not currently offered)

**3880. Teaching Special Education in Secondary Schools.** This course consists of two components. The first focuses on an overview of special education in secondary schools. Emphasis will be placed on specific secondary models, characteristics of high school students with disabilities, and dropout 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]

**3890. Individual Study in Special Education.** May be repeated. [1-3]

**3900. Special Topics in Special Education.** Explores special issues or topics related to Special Education. May be repeated for credit with change of topic. [1-3]

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

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

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

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

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

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

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

## Teaching and Learning Courses

### Education

**2360. Practicum in Music Education.** Observation, participation, and supervised music teaching in a variety of school, grade level, and instructional music settings, designed to integrate and apply musical knowledge and teaching skills developed within the undergraduate degree program. Bi-weekly seminar included. [1]

**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]

**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 and teaching experience on a full-time basis. Includes two placements at two different age levels. Prerequisite: Admission to student teaching. Corequisite: EDUC 3004. [6]

**3004. Internship Seminar: Music.** Study and discussion of experiences emerging from student teaching, particularly planning school programs and assuming full responsibility in the classroom. Corequisite: EDUC 3003. [1]

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

**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 with observations of practice. For doctoral students or by permission of instructor. [3]

**3050. Advanced Social and Philosophical Aspects of Education.** Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

**3060. Cultural Diversity in American Education.** (Also listed as SPED 3060) 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. [3] Fall.

**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. For doctoral students or by permission of instructor. [3]

**3080. Diversity and Equity in Education.** Provides an introduction to the structural, systemic, and institutional dimensions and complexities of diversity that often emerge in education across multiple contexts. Central constructs of the course include race, culture, SES, gender, language, achievement, policy, epistemology, and learning. For doctoral students or by permission of instructor. [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. For doctoral students or by permission of instructor. [3]

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

**3200. Foundations in Learning and Development.** Provides a foundation in relevant developmental milestones related to children's academic behaviors from pre-kindergarten through high school. Children's development and learning is viewed in the context of school expectations with an emphasis on the diversity among learners. [3]

**3210. Theories and Curriculum Models in Early Childhood Education.** Examines historical and social foundations for curriculum models of current interest in early childhood education. Emphases on curriculum design and the research base of program effectiveness. [3]

**3220. Parents, the School, and the Community.** 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]

**3260. Advanced Practicum: Literacy and Social Studies.** This course is intended for master's degree students seeking certification in elementary education. This practicum experience, taken concurrently with EDUC 3416 (Theory and Practice in Literacy) and SSED 3250 (Advanced Teaching of Social Studies in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of reading, language arts, and social studies. Students will spend four hours a week in a field-based classroom setting in literacy and social studies, distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

**3270. Classroom Organization and Management.** This course is designed to provide students a broad overview of classroom management including its theoretical base, application in practice, and implication for student outcomes. Students will read and reflect on a variety of theories and practices of classroom management, examine how their understanding of students affects their management, and use their placement experiences to practice and learn strategies to facilitate whole class activities, and manage individuals and groups of students [1]

**3280. Advanced Practicum: Mathematics and Science.** This course is intended for Master's degree students seeking certification in elementary education K-6. This practicum experience, taken concurrently with MTED 3250 (Advanced Teaching of Mathematics in Elementary Schools) and SCED 3250 (Advanced Teaching of Science in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of mathematics and science in the elementary school. Students will spend four hours a week in a field-based classroom setting in mathematics and science distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

**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.

**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.

**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. Corequisite EDUC 3260 and SSED 3250. [3]

**3418. Teaching Literacy for Diverse Learners.** Preparation for understanding literacy problems that learners may be experiencing, factors that may contribute to literacy problems, and to teach theoretical and pedagogical orientations, principles, and philosophies intended to be responsive to children's abilities, skills, differences, and cultural practices. The course examines factors associated with literacy development, such as text, cultural-social issues, language, instruction, and cognition. Current and relevant research investigating practices that support the literacy development of learners' developmentally appropriate and specialized literacy instruction, student learning and learning environments, social and cultural contexts, and text factors are discussed. Focus on methodologies for accommodating students with diverse learning needs in regular classrooms and special settings, with opportunities to use informal assessment tools to collect and analyze data to inform instruction. Provides teaching experience within a school setting. [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]

**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]

**3480. Sociocognitive Perspectives of Literacy Theory and Practice.** This seminar critically examines literacy research from a sociocognitive perspective. Critical reading of seminal and new works on theoretical models is complimented by research on effective literacy instruction an emerging promising practices in print and digital contexts. Particular attention is paid to reading comprehension, digital literacies and new media, design of scaffolded learning environments, and students who experience learning difficulties. [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 creating conditions for learning, developing standards-based lessons, designing appropriate assessments, and balancing the personal and professional life of a teacher. [3]

**3520. Principles of ELL Education.** This course, specifically designed for non-ELL majors, examines theoretically and empirically supported practices to support the education of students from culturally and linguistically diverse backgrounds in grades PreK-12. Topics include: the role of second language acquisition in academic achievement, instructional strategies used in a variety of program settings, appropriate assessment of ELLs in the classroom, the importance of ELLs home language and culture, and ESL research and history relating to policies and programs affecting ELLs. Consideration of how to attain more equitable outcomes for ELLs through schooling is a major focus of this course. [3]

**3530. Foundations for ELL Education.** This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. Corequisite: 1 hr EDUC 3570 [3]

**3540. Methods and Materials for ELL Education.** This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (PreK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development for LEP children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour EDUC 3570 [3]

**3550. Educational Linguistics and Second Language Acquisition.** This course focuses on the applying of theories of linguistics and second language acquisition to the teaching of English language learners. Topics covered include the structure of the English language, English as a system,

language acquisition and development, language variation, and theories of second language acquisition. [3]

**3560. Assessment of ELL Students.** This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. Corequisite: 1 hr EDUC 3570 [3]

**3570. Practicum for ELL Education.** The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. May be repeated. [1-3]

**3590. Issues in ELL Education Research: Research, Policy, and Instruction.** Critically evaluates the most recent developments in research, policy, and instruction dealing with the second language learning and academic achievement of English language learners (ELLs). Research includes program evaluation studies, literature reviews focused on the learning of ELLs in specific content areas (math, science, social studies, and literature), and influential works by leading theorists and researchers. Policy focuses on citizen-sponsored ballot initiatives that directly impact ELLs, influential judicial decisions, and legislation designed to address the unique needs of these students. Instructional issues will be addressed partially by the reviews of the research and will be supplemented with a discussion of dominant instructional approaches and frameworks). [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]

**3630. Learning, Diversity, and Urban Studies, Seminar I.** The Learning, Diversity, and Urban Studies Seminar I is designed to serve as a foundation for the master's program, Learning, Diversity, and Urban Studies (LDUS). Students in the LDUS program enroll in a yearlong seminar (Seminar I and II) that has been designed to build programmatic synergy and coherence among the central strands of the program (learning, diversity, and urban studies). To build programmatic coherence, students in the LDUS Seminar I will address some of the pertinent matters regarding in-school and out-of-school teaching and learning. Essential topics of the course include race and equity in urban and diverse contexts, poverty, social class and stratification, teacher and student identity development, teachers and teaching in urban contexts, learning in urban contexts, curriculum development, and classroom management. [3]

**3640. Learning, Diversity, and Urban Studies, Seminar II.** The Learning, Diversity, and Urban Studies Seminar II is a continuation of Seminar I and is designed to deepen students' knowledge related to learning, diversity, and urban studies. Students in the LDUS program have been exposed to a range of important matters related to learning, diversity and urban studies, and the goals of this second seminar are to assist students in expanding their knowledge and understanding related to some of the micro- and macro-level structures and systems that shape urban and highly diverse contexts. The seminar will expose students to the interplay between and among discourses related to policy, geography/social context, reform, and achievement. While Seminar I was designed to assist students in understanding some broad, yet essential and fundamental, issues and

perspectives related to diversity and urban studies, Seminar II is designed to help students deepen their knowledge and to situate and position themselves in ways that will allow them to (re)enter educational institutions and systems prepared to participate and transform them based on what they have come to know. [3]

**3661. Issues in Urban Schools I.** Issues of urban communities and schools will be addressed including a special focus on an issue for conducting an interdisciplinary project. Classroom management issues will be addressed. Study groups will discuss issues raised in the full seminar setting that are of particular interest to participants in each school. [3]

**3662. Issues in Urban Schools II.** Issues of urban communities and schools will be addressed with an exploration of an issue for conducting an action research project. Classroom management issues initially introduced in the Seminar I will be continued. Within-school study groups will focus on issues raised in the full seminar setting that are of particular interest to participants in each school. [3]

**3810. Discourse Analysis in Education.** This course provides a rigorous introduction to the analysis of discourse in educational contexts. The course draws on critical discourse analysis, sociocultural approaches, and other traditions to consider relations of learning, identity, and power in educational texts and communicative activity. The course provides experience and instruction through processes of data collection, transcription, and analysis.

**3830. Action Research in Education.** Action research, engages teachers (and other professional educators) in collecting data to deeply understand a problem in their practice in order to change and/or improve the existing problem and/or practice. It allows educators to investigate their own teaching and their students' learning in and outside the classroom. A primary objective of the course is to prepare students to do action research in urban schools and other highly diverse learning environments. [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 with change of topic. [1-6]

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

**3931. Research in ELL Education.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3932. Research in Learning and Instruction.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3933. Research in Learning, Diversity and Urban Studies.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

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

**3935. Research in Teaching and Learning in Urban Schools.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

**3940. 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 for credit. [1-6]

**3941. Field Experiences in ELL 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 for credit. [1-6]

**3942. Field Experiences in Learning and Instruction.** 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 for credit. [1-6]

**3943. Field Experiences in Learning, Diversity and Urban Studies.** 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 for credit. [1-6]

**3944. Field Experiences in Reading 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 for credit. [1-6]

**3945. Field Experiences in Teaching and Learning in Urban Schools.** 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 for credit. [1-6]

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

**3951. Practicum in ELL Education.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**3952. Practicum in Learning and Instruction.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**3953. Practicum in Learning, Diversity and Urban Studies.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

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

**3955. Practicum in Teaching and Learning in Urban Schools.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**3960. 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]

**3961. Internship in ELL 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]

**3962. Internship in Learning and Instruction.** 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]

**3963. Internship in Learning, Diversity, and Urban Studies.** 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]

**3964. Internship in Reading 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]

**3965. Internship in Teaching and Learning in Urban Schools.** 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]

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

## English Education

**3000. Teaching Literature in 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]

**3040. Perspectives on the English Language.** Examines English linguistics and language history, explores multiple methods of teaching the grammar of Standard Written English, and of teaching vocabulary and spelling. For teachers and prospective teachers of English/language arts classes of grades five through twelve. [3]

**3100. Social and Psychological Foundations of Adolescent Literacies.** Studies significant backgrounds in adolescent development and in social theories of adolescence with a particular emphasis on the role of literacy in adolescents' lives. Examination of literacy includes historical perspectives, out-of-school literacies, the expansion of multilingualism, and the expansion of multimedia. Corequisite: ENED 3110 [3]

**3110. New Media Field Experience in English Education.** Through placements in media outlets outside of educational environments (e.g., news services, music or video industry, web development), students participate in and examine the production of media, literacy, and contemporary culture. Placements are selected and reflections are guided to promote reflections on changing practices of literacy outside of school contexts. Corequisite: ENED 3100. [1]

**3360. Practicum in Secondary Education.** Observation, participation, and teaching in middle school and secondary school settings. Corequisite: ENED 3370 [1]

**3370. Teaching Literature and Media to Adolescents.** Students study how pedagogy might be developed that connects traditional literature instruction with media popular cultural media. Methods and theories for reading and teaching short stories, poetry, and novels are juxtaposed and interwoven with methods and theories for reading and teaching web sites, comics, film, and other media. Corequisite ENED 3360. [3]

**3380. Teaching Writing and Multimedia Composition.** Explores contemporary composition as an activity that draws on a diverse palette of media resources, while also being deeply connected to practices associated with traditional print. Emphasizes how teaching composition in print and new media, in parallel, can support student literacy development. [3]

**3400. Reading and Learning with Print and New Media.** Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

**3500. Advanced Study of Literature for Children and Adolescents.** Designed to provide students who already have introductory experiences in children's and adolescent literature advanced study in the field. A variety of current topics relevant to the field of study will be explored. [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 topic. [1-3]

**3920. Literature, Popular Culture, and New Media.** Examines a wide range of multigenre, multimodal, and digital texts appropriate for readers of middle school and high school age. Considers the influence of popular culture and digital technologies on young adult literature. Includes materials and texts for readers of various ability levels. [3]

**3930. Research in English Education.** Individual program of research in English education. 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]

## Humanities Education

**3250. Introduction to Arts Education.** Acquaints the student with the philosophical and pedagogical base with which to develop competence in teaching the arts. [2]

## Mathematics Education

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

**3200. Mathematical Concepts for Elementary Teachers.** The course is designed for prospective elementary school mathematics teachers and focuses on the number and operations strand of the mathematics curriculum. The course is designed to deepen students' understanding of number and quantity, and to enable them to become familiar with the relevant strands of mathematics curricula. Childrens' quantitative reasoning and specific practices for supporting their learning are emphasized throughout the course. [2]

**3250. Advanced Teaching of Mathematics in the Elementary School.** Foundations of elementary school mathematics and pedagogy for teaching this content will be examined. Problem solving, mathematical modeling, the language of mathematics, instructional techniques, and ways in which children learn mathematics will be emphasized. Corequisite EDUC 3280 and SCED 3250. [3]

**3360. Practicum in Secondary Education.** Observation, participation, and teaching in middle school and secondary school settings. Corequisite: MTED 3370. [1]

**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]

**3610. Teaching and Learning of Advanced Number.** The course is designed for teachers of mathematics in grades 4-8. The focus is on ways in which the teacher can build on students' understanding of additive structures and place value to support the development of multiplicative reasoning and understanding of rational number represented as fractions, decimals and percents. Childrens' mathematical thinking as well as ways to support their learning will be considered. Additionally, structures that support learning mathematics with understanding will be explored as well as the ways in which these structures impact the learning environment. Students will also be expected to present issues and questions from their practice for discussion and critique. This content course includes weekly support from mentor who will observe and provide on-site coaching.

**3620. Teaching and Learning of Geometry and Measure.** The course is designed for teachers of mathematics in grades 4-8. The focus is on ways to enable children to analyze the properties of two- and three-dimensional shapes using both synthetic and analytic approaches, to apply and analyze the effects of transformations, and to use visualization and spatial reasoning to solve problems. Emphasis will be placed on the teaching and learning of justification and proof. We will also consider the role of particular technologies in geometry instruction. Childrens' mathematical thinking as well as ways to support their learning will be considered. Students will also be expected to present issues and questions from their practice for discussion and critique. This content course includes weekly support from mentor who will observe and provide on-site coaching. [3]



**3800. Computers, Teaching, and Mathematical Visualizations.** Examining the 7-14 mathematics 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]

**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 with change of topic. [1-6]

**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]

## Science Education

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

**3200. Science Concepts for Elementary Teachers.** This course is designed for prospective elementary school science teachers and focuses on the relationship between science, technology, and society. Emphasis will be on relating science concepts to real world applications, to societal influences and the changing nature of science. The role of inquiry in science will be examined and experienced. The course is designed to deepen students' understanding of the fundamental concepts taught in elementary science settings. [2]

**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. Corequisite EDUC 3280 and MTED 3250. [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]

**3360. Practicum in Secondary Education.** Observation, participation, and teaching in middle school and secondary school settings. Corequisite SCED 3370 [1]

**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 3360. [3]

**3610. Science Inquiry I.** This course will focus on engaging the participants in the process of science inquiry as they learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from mentor who will observe and provide on-site coaching.

**3620. Science Inquiry II.** This course is a continuation of Science Inquiry I focusing on engaging the participants in the process of science inquiry as they continue to learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from mentor who will observe and provide on-site coaching.

**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 with change of topic. [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]

**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. Corequisite EDUC 3260 and EDUC 3416. [2]

## Social Studies Education

**2400. Human Geography.** An examination of the human and cultural aspects of various regions of the world including the spatial manifestations of culture, population distribution and movements, language, religion, ethnicity, political geography and resource issues. The course examines human geography themes at local, national and international levels and probes the nature of geographical thinking and the characteristics of geography as a social science. [3]

**3360. Practicum in Secondary Education.** Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SSED 3370 [1]

**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 3360. [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 with change of topic. [1-6]



# Vanderbilt University Board of Trust

MARK F. DALTON, Chairman of the Board, Scarsdale, NY  
JACKSON W. MOORE, Vice Chairman, Memphis, TN  
NANCY PEROT MULFORD, Vice Chairman, Dallas, TX  
JOANNE F. HAYES, Secretary, Nashville, TN  
NICHOLAS S. ZEPPOS, Chancellor of the University, Nashville, TN

MARY BETH ADDERLEY-WRIGHT <sup>Ⓔ</sup>  
La Jolla, CA

MICHAEL L. AINSLIE  
Palm Beach, FL

JOHN D. ARNOLD  
Houston, TX

WILLIAM W. BAIN, JR.  
Boston, MA

LEE M. BASS  
Fort Worth, TX

ELIZABETH S. BENNETT  
Pittsboro, NC

DARRYL D. BERGER  
New Orleans, LA

CAMILLA DIETZ BERGERON  
New York, NY

DENNIS C. BOTTORFF  
Nashville, TN

LEWIS M. BRANSCOMB <sup>Ⓔ</sup>  
La Jolla, CA

BILLY RAY CALDWELL  
Nashville, TN

SHERYLL D. CASHIN  
Washington, DC

THOMAS F. CONE <sup>Ⓔ</sup>  
Nashville, TN

CECIL D. CONLEE <sup>Ⓔ</sup>  
Atlanta, GA

BROWNEE O. CURREY, JR. <sup>Ⓔ</sup>  
Nashville, TN

CLAIBORNE P. DEMING  
El Dorado, AR

BRUCE R. EVANS  
Boston, MA

WILLIAM W. FEATHERINGILL  
Birmingham, AL

KAREN T. FESMIRE  
Germantown, TN

FRANK A. GODCHAUX III <sup>Ⓔ</sup>  
Houston, TX

JOHN R. HALL <sup>Ⓔ</sup>  
Lexington, KY

L. HALL HARDAWAY, JR. <sup>Ⓔ</sup>  
Nashville, TN

H. RODES HART <sup>Ⓔ</sup>  
Brentwood, TN

JOHN R. INGRAM  
Nashville, TN

MARTHA R. INGRAM <sup>Ⓔ</sup>  
Nashville, TN

ORRIN H. INGRAM  
Nashville, TN

EDITH CARELL JOHNSON  
Nashville, TN

LESLIE C. LABRUTO  
Spring Lake, NJ

J. HICKS LANIER  
Atlanta, GA

EDWARD A. MALLOY, C.S.C. <sup>Ⓔ</sup>  
Notre Dame, IN

ALYNE QUEENER MASSEY <sup>Ⓔ</sup>  
Nashville, TN

EDWARD G. NELSON <sup>Ⓔ</sup>  
Nashville, TN

AYO OSITELU  
Westfield, IN

COURTNEY C. PASTRICK  
Bethesda, MD

HENRY ROSS PEROT, JR.  
Plano, TX

JUDSON G. RANDOLPH, M.D. <sup>Ⓔ</sup>  
Nashville, TN

JOHN W. RICH <sup>Ⓔ</sup>  
Nashville, TN

KENNETH L. ROBERTS <sup>Ⓔ</sup>  
Nashville, TN

JOE L. ROBY  
New York, NY

EUGENE B. SHANKS, JR.  
Greenwich, CT

RICHARD H. SINKFIELD  
Atlanta, GA

WYATT H. SMITH  
Reform, AL

CAL TURNER  
Franklin, TN

EUGENE H. VAUGHAN <sup>Ⓔ</sup>  
Houston, TX

THOMAS B. WALKER, JR. <sup>Ⓔ</sup>  
Dallas, TX

LEVI WATKINS, JR., M.D.  
Baltimore, MD

DUDLEY BROWN WHITE <sup>Ⓔ</sup>  
Nashville, TN

W. RIDLEY WILLS II <sup>Ⓔ</sup>  
Nashville, TN

J. LAWRENCE WILSON <sup>Ⓔ</sup>  
Bonita Springs, FL

REBECCA WEBB WILSON  
Memphis, TN

WILLIAM M. WILSON  
Nashville, TN

<sup>Ⓔ</sup>Emerita/Emeritus Trustee

MARIBETH GERACIOTI, Assistant Secretary  
of the University

# *Vanderbilt University Administration*

NICHOLAS S. ZEPPOS, J.D., Chancellor  
RICHARD C. MCCARTY, Ph.D., Provost and Vice Chancellor for Academic Affairs  
JEFFREY R. BALSER, M.D., Ph.D., Vice Chancellor for Health Affairs and Dean of the School of Medicine  
JERRY G. FIFE, B.S., Vice Chancellor for Administration  
BETH A. FORTUNE, M.A., Vice Chancellor for Public Affairs  
SUSIE S. STALCUP, B.B.A., C.F.P., Vice Chancellor for Development and Alumni Relations  
BRETT SWEET, M.B.A., Vice Chancellor for Finance and Chief Financial Officer  
DAVID WILLIAMS II, J.D., LL.M., M.B.A., Vice Chancellor for University Affairs and Athletics; General Counsel; Secretary of the University  
MATTHEW WRIGHT, M.B.A., Vice Chancellor for Investments

## **Academic Deans**

JEFFREY R. BALSER, M.D., Ph.D., Vice Chancellor for Health Affairs and Dean of the School of Medicine  
MARK D. BANDAS, Ph.D., Associate Provost and Dean of Students  
CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College  
JAMES W. BRADFORD, JR., J.D., Dean of Owen Graduate School of Management  
DOUGLAS L. CHRISTIANSEN, Ph.D., Vice Provost for Enrollment Management and Dean of Admissions  
COLLEEN CONWAY-WELCH, Ph.D., Dean of the School of Nursing  
CAROLYN DEVER, Ph.D., Dean of the College of Arts and Science  
CONNIE VINITA DOWELL, M.L.S., Dean of Libraries  
KENNETH F. GALLOWAY, Ph.D., Dean of the School of Engineering  
CHRIS GUTHRIE, J.D., Dean of the Law School  
DENNIS G. HALL, Ph.D., Vice Provost for Research and Dean of the Graduate School  
JAMES HUDNUT-BEUMLER, Ph.D., Dean of the Divinity School  
MARK WAIT, D.M.A., Dean of Blair School of Music  
FRANCIS W. WCISLO, Ph.D., Dean of The Ingram Commons

Archived 2011/2012  
Peabody Catalog

# Peabody College

CAMILLA P. BENBOW, Ed.D., Dean  
 CRAIG H. KENNEDY, Ph.D., Associate Dean for Research  
 XIU CHEN CRAVENS, Ph.D., Associate Dean for International Affairs  
 CRAIG ANNE HEFLINGER, Ph.D., Associate Dean for Graduate Education  
 JAMES H. HOGGE, Ph.D., Associate Dean  
 JOSEPH F. MURPHY, Ph.D., Associate Dean for Special Projects  
 SHARON L. SHIELDS, Ph.D., Associate Dean for Professional Education  
 CRAIG A. SMITH, Ph.D., Associate Dean for Undergraduate Education  
 M. CHRISTINE LAFEVOR, B.S., Director of Teacher Licensure  
 BETTY S. LEE, M.Ed., Registrar  
 SUZAN B. MCINTIRE, B.A., Assistant to the Dean  
 MONIQUE ROBINSON-WRIGHT, Ed.D., Assistant Dean for Student Affairs

## Faculty Council

William Doyle, Daniel Levin, Maury Nation, H. Richard Milner, Bethany Rittle-Johnson, Deborah Rowe, Barbara Stengel, Naomi Tyler.  
 Ex Officio: Camilla P. Benbow.

## Endowed Chairs and Named Professorships

Patricia and Rodes Hart Dean of Education and Human Development  
 Patricia and Rodes Hart Professor of Psychology and Human Development  
 Patricia and Rodes Hart Professor of Educational Leadership and Policy  
 Frank W. Mayborn Professor  
 Dunn Family Chair in Educational and Psychological Assessment, Special Education  
 Currey-Ingram Chair in Special Education  
 Nicholas Hobbs Chair in Special Education  
 Betts Professor of Education and Human Development  
 Endowed Chair in Teaching and Learning  
 Susan Gray Chair in Education and Human Development

## Committees of the Faculty Council

Affirmative Action and Diversity  
 Curriculum  
 Faculty Affairs  
 Teaching  
 Research

## Council on Teacher Education

Camilla P. Benbow, Chair. M. Fráncille Bergquist, Mary Catherine Bradshaw, Rebecca B. Creel, Sara DeListe, Gina L. Frieden, James H. Hogge, M. Christine LaFevor, Joseph F. Murphy, Kimberly J. Paulsen, Daniel J. Reschly, Leona Schauble, Virginia M. Scott, Corey Sullivan, Thomas E. Verrier.

## Faculty

JOHN A. BACHMANN, Senior Lecturer in Public Policy and Education  
 B.S., M.S., Ph.D. (Virginia Polytechnic Institute 1965, 1968, 1970) [2005]  
 ROBERT DALE BALLOU, Associate Professor of Public Policy and Education  
 B.A. (Stanford 1972); Ph.D. (Yale 1989) [2002]  
 MARK D. BANDAS, Associate Provost and Dean of Students; Lecturer in Philosophy; Lecturer in Higher Education Administration  
 B.A. (Connecticut College 1975); Ph.D. (Vanderbilt 1985) [1994]  
 JOHN HOUSTON BANKS, Professor of Mathematics, Emeritus  
 B.S. (Tennessee Polytechnic Institute 1935); M.A., Ph.D. (Peabody 1938, 1949) [1949]

SANDRA BARNES, Professor of Human and Organizational Development; Professor of Sociology of Religion  
 B.A. (Fisk 1986); M.S. (Georgia Institute of Technology 1989); M.S. (Interdenominational Theological Center 1995); Ph.D. (Georgia State 1999) [2008]  
 JEROLD P. BAUCH, Professor of Education, Emeritus  
 B.S. (Wisconsin, Superior 1958); M.Ed., Ed.D. (Florida 1964, 1967) [1970]  
 STEPHEN BAUM, Lecturer in Education  
 B.A., M.A., Ph.D. (Vanderbilt 1973, 1975, 1989) [2008]  
 CAMILLA P. BENBOW, Patricia and Rodes Hart Dean of Education and Human Development, Peabody College; Professor of Psychology, Peabody College; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
 B.A., M.A., M.S., Ed.D. (Johns Hopkins 1977, 1978, 1980, 1981) [1998]  
 KIMBERLY D. BESS, Assistant Professor of Human and Organizational Development (On leave 2011-2012)  
 B.A. (California, Berkeley 1984); M.S., Ph.D. (Vanderbilt 1994, 2006) [2006]  
 LEONARD BICKMAN, Betts Professor; Professor of Psychology, Peabody College; Director, Center for Evaluation and Program Improvement, Peabody College; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
 B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (City University of New York 1969) [1981]  
 JOHN M. BRAXTON, Professor of Education  
 B.A. (Gettysburg 1967); M.A. (Colgate 1968); D.Ed. (Pennsylvania State 1980) [1992]  
 PENELOPE H. BROOKS, Professor of Psychology, Emerita, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
 B.A. (Texas 1961); Ph.D. (Minnesota 1964) [1971]  
 STEPHEN M. CAMARATA, Professor of Hearing and Speech Sciences; Associate Professor of Special Education; Director for Research Program on Communication and Learning, Vanderbilt Kennedy Center for Research on Human Development  
 B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984) [1990]  
 MARK D. CANNON, Associate Professor of Leadership and Organizational Studies  
 B.S., M.S. (Brigham Young 1985, 1987); A.M., Ph.D. (Harvard 1996, 1998) [1998]  
 ANDREA M. CAPIZZI, Assistant Professor of the Practice of Special Education  
 B.A. (William and Mary 1992); M.Ed., Ph.D. (Vanderbilt 2004, 2006) [2006]  
 ERIK WILLIAM CARTER, Associate Professor of Special Education  
 B.A. (Wheaton 1996); M.Ed., Ph.D. (Vanderbilt 1998, 2004) [2011]  
 THOMAS F. CATRON, Associate Professor of Psychiatry; Associate Professor of Psychology, Peabody College; Associate Professor of Pediatrics; Director, Division of Social and Community Psychiatry, School of Medicine; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Co-Director, Center for Psychotherapy Research, Institute for Public Policy Studies  
 B.A. (Virginia 1979); M.S., Ph.D. (Peabody 1982, 1989) [1990]  
 VERA A. STEVENS CHATMAN, Professor of the Practice of Human and Organizational Development; Professor of Medical Education and Administration  
 B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976) [1994]  
 SUN-JOO CHO, Assistant Professor of Psychology, Peabody College  
 B.A., B.A., M.A. (Yonsei [Korea] 1999, 2001, 2003); Ph.D. (Georgia 2007) [2009]  
 MARC CHUN, Adjunct Assistant Professor of Human and Organizational Development  
 B.S. (California, Davis 1988); M.A. (California, Los Angeles 1991); M.A., Ph.D. (Stanford 1999, 1999) [1999]

- DOUGLAS CLARK, Associate Professor of Science Education  
B.A. (North Carolina 1989); M.A. (Stanford 1991); Ph.D. (California, Berkeley 2000) [2009]
- R. WILBURN CLOUSE, Professor of Education, Emeritus  
B.A. (David Lipscomb 1959); M.A. (Middle Tennessee State 1968); Ph.D. (Peabody 1977) [1969]
- PAUL A. COBB, Teaching and Learning Professor; Professor of Education  
B.Sc. (Bristol 1975); M.A., Ed.D. (Georgia 1980, 1983) [1992]
- DAVID A. COLE, Patricia and Rodes Hart Professor; Professor of Psychology, Peabody College; Chair, Department of Psychology and Human Development; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (St. Olaf 1976); M.A., Ph.D. (Houston 1980, 1983) [2001]
- MOLLY FULLER COLLINS, Lecturer in Education  
B.S. (Vanderbilt, 1992); M.Ed. (Boston University, 1994); M.S. (Kansas, 2022); Ed.D. (Boston University, 2004) [2011]
- BRUCE E. COMPAS, Patricia and Rodes Hart Professor of Psychology and Human Development; Professor of Psychology, Peabody College; Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A., M.A., Ph.D. (California, Los Angeles 1973, 1975, 1980) [2002]
- DONALD L. COMPTON, Associate Professor of Special Education; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Michigan 1983); M.S., Ph.D. (Northwestern 1986, 1993) [2000]
- KENNETH S. COOPER, Professor of History, Emeritus  
B.A. (College of Emporia 1940); M.A. (Nebraska 1941); Ph.D. (Missouri 1947) [1947]
- DAVID S. CORDRAY, Professor of Public Policy; Professor of Psychology, Peabody College; Senior Fellow, Institute for Public Policy Studies  
B.A., M.A. (California State, Northridge 1972, 1974); Ph.D. (Claremont 1979) [1989]
- ANNE L. CORN, Professor of Special Education, Emerita; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Syracuse 1972); M.A. (California State, San Francisco 1973); Ed.M., Ed.D. (Columbia 1978, 1980) [1992]
- XUI CHEN CRAVENS, Associate Dean; Assistant Professor of the Practice of Education  
B.A. (Peking 1989); M.A. (Tennessee 1992); Ph.D. (Vanderbilt 2008) [2008]
- PHILIP S. CROOKE III, Professor of Mathematics; Professor of Education  
B.S. (Stevens Institute of Technology 1966); Ph.D. (Cornell 1970) [1970]
- ROBERT L. CROWSON, JR., Professor of Education  
A.B., M.A.T. (Oberlin 1961, 1962); Ph.D. (Chicago 1974) [1993]
- JOSEPH J. CUNNINGHAM, Professor of Special Education, Emeritus; Professor of Human and Organizational Development, Emeritus  
B.S., M.S. (Syracuse 1963, 1965); Ed.D. (Illinois 1970) [1969]
- LAURIE CUTTING, Patricia and Rodes Hart Professor; Associate Professor of Special Education  
B.A. (American University 1993); M.A., Ph.D. (Northwestern 1995, 1999) [2009]
- MARIA ALEXANDRA DA FONTE, Assistant Professor of the Practice of Special Education  
M.S. (Purdue 2001) [2008]
- MOLLY S. DALGARN, Lecturer in Education  
B.S. (Ashland 1985); M.Ed. (Ohio State, 1997) [2011]
- BRIDGET MONROE DALTON, Assistant Professor of Language, Literacy, and Culture  
B.A. (American 1974); M.S.Ed. (Old Dominion 1982); Ed.D. (Harvard 1991) [2007]
- VICTORIA J. DAVIS, Assistant Clinical Professor of Human and Organizational Development  
B.A. (Illinois, Springfield 1988); M.Ed., Ed.D. (Vanderbilt 1993, 1999) [2001]
- H. FLOYD DENNIS, JR., Professor of Special Education, Emeritus  
J.D. (Vanderbilt 1958) [1971]
- DAVID K. DICKINSON, Professor of Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Oberlin 1971); Ed.M. (Temple 1976); Ed.D. (Harvard 1982) [2005]
- PAUL R. DOKECKI, Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Manhattan 1962); M.A., Ph.D. (Peabody 1963, 1968) [1970]
- CORBETTE DOYLE, Lecturer in Human and Organizational Development  
B.A. (SUNY, Oswego 1978); M.B.A. (Vanderbilt 1987) [2008]
- WILLIAM R. DOYLE, Associate Professor of Higher Education  
B.A. (Villanova 1996); Ph.D. (Stanford 2004) [2004]
- ELISABETH MAY DYKENS, Professor of Psychology, Peabody College; Director, Vanderbilt Kennedy Center for Research on Human Development; Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities Education, Research, and Service  
B.A. (Mt. Holyoke 1979); M.A., Ph.D. (Kansas 1983, 1985) [2003]
- MIMI ENGEL, Assistant Professor of Public Policy and Education  
B.A. (Illinois 1993); A.M. (Chicago 1998); Ph.D. (Northwestern 2008) [2009]
- CAROLYN M. EVERTSON, Professor of Education, Emerita  
B.S., Ph.D. (Texas 1958, 1972) [1984]
- JANET S. EYLER, Professor of the Practice of Education, Emerita  
B.A., M.Ed. (University of Washington 1966, 1970); Ph.D. (Indiana 1977) [1981]
- DALE C. FARRAN, Professor of Education; Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (North Carolina 1965); Ph.D. (Bryn Mawr 1975) [1996]
- ANDREW J. FINCH, Assistant Professor of the Practice of Human and Organizational Development  
B.S. (Kansas 1991); M.Ed., Ph.D. (Vanderbilt 1996, 2006) [2007]
- STELLA M. FLORES, Assistant Professor of Public Policy and Higher Education; Assistant Professor of Human and Organizational Development  
B.A. (Rice 1996); M.P.Aff. (Texas 1998); Ed.M., Ph.D. (Harvard 2002, 2007) [2007]
- JOHN K. FOLGER, Professor of Education, Emeritus  
A.B. (Emory 1943); M.A., Ph.D. (North Carolina 1950, 1951) [1981]
- DONNA Y. FORD, Professor of Special Education  
B.A., M.Ed., Ph.D. (Cleveland State 1984, 1988, 1991) [2004]
- JAMES C. FRASER, Associate Professor of Human and Organizational Development  
B.A. (Georgia 1990); M.A., Ph.D. (Georgia State 1993, 1996) [2007]
- GINA L. FRIEDEN, Assistant Professor of the Practice of Human and Organizational Development  
B.S. (Oklahoma 1978); M.D. (Indiana 1981); Ph.D. (Memphis State 1988) [1994]
- SUSAN K. FRIEDMAN, Lecturer in Human and Organizational Development  
B.A. (Wellesley 1972); M.A. (Western Michigan 1977); M.B.A. (Arizona State 1986) [2000]
- DOUGLAS FUCHS, Nicholas Hobbs Professor in Special Education and Human Development; Professor of Special Education; Co-Director, Vanderbilt Kennedy Center Reading Clinic; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Johns Hopkins 1971); M.S. (Pennsylvania 1973); Ph.D. (Minnesota 1978) [1985]
- LYNN S. FUCHS, Nicholas Hobbs Professor in Special Education and Human Development; Professor of Special Education; Co-Director, Vanderbilt Kennedy Center Reading Clinic; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Johns Hopkins 1972); M.S. (Pennsylvania 1973); Ed.S., Ph.D. (Minnesota 1977, 1981) [1985]
- MARCY SINGER GABELLA, Professor of the Practice of Education  
A.B. (Harvard 1985); M.A. (Columbia 1987); Ph.D. (Stanford 1991) [2004]
- KATHY A. GANSKE, Professor of the Practice of Literacy  
B.A. (Iowa 1973); M.Ed., Ph.D. (Virginia 1988, 1994) [2010]



- JUDY GARBBER, Professor of Psychology, Peabody College; Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science; Senior Fellow, Institute for Public Policy Studies; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987) [1985]
- LEIGH Z. GILCHRIST, Assistant Professor of the Practice of Human and Organizational Development  
B.S., M.Ed., Ed.D. (Vanderbilt 1992, 2000, 2007) [2008]
- RUTH GILLESPIE, Associate Professor of Home Economics, Emerita  
B.S. (Middle Tennessee State 1936); M.A. (Peabody 1941) [1947]
- ELLEN B. GOLDRING, Patricia and Rodes Hart Chair; Professor of Educational Policy and Leadership and Chair of the Department of Leadership, Policy, and Organizations  
B.S. (Wisconsin 1978); M.A. (Tel Aviv 1982); Ph.D. (Chicago 1985) [1991]
- AMANDA P. GOODWIN, Assistant Professor of Language, Literacy, and Culture  
B.A. (Princeton 2001); M.S.Ed., Ph.D. (Miami [Florida] 2005, 2010) [2010]
- STEPHEN E. GRAHAM, Professor of Special Education; Currey Ingram Chair in Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S., M.S. (Valdosta State 1972, 1975); Ed.D. (Kansas 1978) [2005]
- WILLIAM J. GRIFFIN, Professor of English, Emeritus  
B.A. (Park 1929); M.A., Ph.D. (Iowa 1930, 1939) [1948]
- BRIAN A. GRIFFITH, Assistant Clinical Professor of Human and Organizational Development; Director, Program in Human and Organizational Development  
B.S. (Miami [Ohio] 1992); M.Div. (Columbia International 1994); Ph.D. (South Carolina 1998) [1998]
- JASON A. GRISSOM, Assistant Professor of Public Policy and Education  
B.A., B.S. (North Carolina State 2000, 2001); M.A., Ph.D. (Stanford 2005, 2007) [2011]
- JAMES W. GUTHRIE, Professor of Public Policy and Education, Emeritus  
A.B., M.A., Ph.D. (Stanford 1958, 1960, 1968) [1994]
- ROGERS P. HALL, Professor of Mathematics Education; Chair, Department of Teaching and Learning  
B.A., M.A. (Houston 1976, 1978); M.S., Ph.D. (California, Irvine 1983, 1990) [2002]
- RANDALL K. HARLEY, Professor of Special Education, Emeritus  
B.S. (Middle Tennessee State 1949); M.A., Ph.D. (Peabody 1954, 1962) [1964]
- ALENE H. HARRIS, Research Assistant Professor of Education  
B.A. (Western Kentucky 1969); M.A. (Peabody 1974); Ph.D. (Vanderbilt 1988) [1989]
- KAREN R. HARRIS, Professor of Special Education; Currey Ingram Chair in Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Northern Colorado 1974); M.A. (Nebraska 1978); Ed.D. (Auburn 1981) [2005]
- VICKI S. HARRIS, Assistant Clinical Professor of Psychology, Peabody College; Assistant Clinical Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development; Fellow, Institute for Public Policy Studies  
B.S. (SUNY, Cortland 1984); M.S., Ph.D. (Pennsylvania State 1987, 1991) [1993]
- DEBORAH D. HATTON, Associate Professor of Special Education  
B.S. (Auburn 1974); M.S. (Florida State 1980); Ph.D. (North Carolina 1995) [2009]
- H. CARL HAYWOOD, Professor of Psychology, Emeritus, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A., M.A. (San Diego State 1956, 1957); Ph.D. (Illinois 1961) [1962]
- CRAIG ANNE HEFLINGER, Associate Dean for Graduate Education, Peabody College; Professor of Human and Organizational Development; Senior Fellow, Institute for Public Policy Studies; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Vanderbilt 1973); M.A. (Peabody 1975); Ph.D. (Vanderbilt 1989) [1989]
- MARY LOUISE HEMMETER, Associate Professor of Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Auburn 1984); M.Ed., Ph.D. (Vanderbilt 1987, 1991) [2005]
- ANDREA W. HENRIE, Lecturer in Education  
B.S.E., M.Ed. (Freed-Hardeman, 1999, 2001) Ph.D. (Tennessee, 2008) [2006]
- BRIAN HEUSER, Assistant Professor of the Practice of Public Policy and Education  
B.A. (Furman 1996); M.T.S., Ed.D. (Vanderbilt 2000, 2007) [2008]
- STEPHEN P. HEYNEMAN, Professor of International Educational Policy  
B.A. (California, Berkeley 1964); M.A. (California, Los Angeles 1965); M.A., Ph.D. (Chicago 1973, 1975) [2000]
- ROBERT HODAPP, Professor of Special Education; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Co-Director, Research Program on Families  
B.A. (Columbia 1977); M.A., Ph.D. (Boston University 1981, 1983) [2003]
- CLIFFORD A. HOFWOLT, Associate Professor of Science Education  
B.A., M.A. (Colorado State College 1964, 1968); Ed.D. (Northern Colorado 1971) [1972]
- JAMES H. HOGGE, Associate Dean, Peabody College; Professor of Psychology, Emeritus, Peabody College  
B.A., Ph.D. (Texas 1964, 1966) [1967]
- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977) [1985]
- KATHLEEN V. HOOVER-DEMPSEY, Associate Professor of Psychology, Peabody College; Associate Professor of Education  
A.B. (California, Berkeley 1964); M.A., Ph.D. (Michigan State 1969, 1974) [1973]
- ILANA HORN, Associate Professor of Mathematics Education  
B.A. (Swarthmore 1993); M.A., Ph.D. (California, Berkeley 1998, 2002) [2009]
- CAROLYN HUGHES, Professor of Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
A.B. (California, Berkeley 1969); M.S. (Eastern Montana 1985); Ph.D. (Illinois 1990) [1991]
- MELANIE HUNDLEY, Assistant Professor of the Practice of Language, Literacy, and Culture  
B.A. (Wesleyan College 1989); M.Ed., Ph.D. (Georgia 2003, 2007) [2007]
- ANNA LEY INGRAHAM, Associate Professor of Health and Physical Education, Emerita  
B.S., M.A. (Peabody 1949, 1954) [1968]
- ROBERT B. INNES, Professor of Psychology, Peabody College, Emeritus; Professor of Human and Organizational Development, Emeritus  
B.A., M.A. (Michigan State 1963, 1965); Ph.D. (Michigan 1971) [1971]
- LINDA N. ISAACS, Lecturer in Human and Organizational Development  
J.D. (Nashville School of Law 1984); M.Ed., Ed.D. (Vanderbilt 1996, 2003) [2003]
- ROBERT JIMENEZ, Professor of Language, Literacy, and Culture  
B.A. (University of the Americas [Mexico] 1978); M.Ed., Ph.D. (Illinois 1986, 1992) [2004]
- HEATHER L. JOHNSON, Instructor in the Practice of Science Education  
B.A., M.A.T. (Virginia 1998, 1999) [2011]
- ANN P. KAISER, Professor of Special Education; Susan Gray Chair in Education and Human Development; Professor of Psychology, Peabody College; Director, Research Program on Families, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Kansas State 1970); M.A., Ph.D. (Kansas 1973, 1974) [1982]
- EARLINE D. KENDALL, Professor of the Practice of Early Childhood Education, Emerita  
B.A. (David Lipscomb 1957); M.A., Ph.D. (Peabody 1966, 1977) [1992]

- CRAIG HALL KENNEDY, Professor of Special Education; Associate Dean for Research, Peabody College; Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (California, Santa Barbara 1987); M.S. (Oregon 1988); Ph.D. (California, Santa Barbara 1992) [1997]
- LOUISE C. KNOWLES, Associate Professor of Health and Physical Education, Emerita  
B.S. (Northeastern Oklahoma State 1942); M.A., Ed.S. (Peabody 1957, 1963) [1965]
- KEVIN M. LEANDER, Associate Professor of Language and Literacy  
B.A. (Colorado, Boulder 1985); M.A., Ph.D. (Illinois 1995, 1999) [1999]
- RICHARD LEHRER, Frank W. Mayborn Professor; Professor of Science Education  
B.S. (Rensselaer Polytechnic Institute 1973); M.S., Ph.D. (SUNY, Albany 1976, 1983) [2002]
- JAMES R. LENT, Professor of Special Education, Emeritus  
B.A. (Denver 1952); M.A., Ed.D. (Syracuse 1955, 1959) [1975]
- CHASE L. LESANE-BROWN, Research Assistant Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (California, Riverside 1993); M.S. (California State, San Bernardino 1998); M.A., Ph.D. (Michigan 1999, 2002) [2005]
- DANIEL T. LEVIN, Professor of Psychology, Peabody College  
B.A. (Reed 1989); Ph.D. (Cornell 1997) [2003]
- MARK W. LIPSEY, Research Professor of Human and Organizational Development; Director, Peabody Research Institute  
B.S. (Georgia Institute of Technology 1968); Ph.D. (Johns Hopkins 1972) [1992]
- CATHERINE GAVIN LOSS, Assistant Professor of the Practice of Public Policy and Education  
B.A. (Purdue 1992); M.A. (Chicago 1993); Ph.D. (Virginia 2005) [2008]
- CHRISTOPHER P. LOSS, Assistant Professor of Public Policy and Higher Education; Assistant Professor of Human and Organizational Development  
B.A. (Penn State 1994); M.A., M.A., Ph.D. (Virginia 2000, 2001, 2007) [2007]
- DAVID LUBINSKI, Professor of Psychology, Peabody College; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A., Ph.D. (Minnesota 1981, 1987) [1998]
- DEBORAH LUCAS, Lecturer in Education  
B.A. (SUNY, Albany 1970); B.S. (Wisconsin 1989); M.Ed. (Edinboro 1971) [2002]
- CARRIE LOWE MASTEN, Assistant Professor of Psychology, Peabody College  
B.A. (Pennsylvania 2002); M.A., Ph.D. (California, Los Angeles 2005, 2009) [2011]
- JONATHAN E. MAY, Adjunct Assistant Professor of Psychology, College of Arts and Science; Adjunct Assistant Professor of Psychology, Peabody College  
A.B. (Mercer 1971); Ph.D. (Vanderbilt 1978) [1979]
- BRUCE D. MCCANDLISS, Patricia and Rodes Hart Professor of Psychology and Human Development; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science  
B.S. (Michigan State 1989); M.S., Ph.D. (Oregon 1992, 1997) [2009]
- STEVEN MCFADYEN-KETCHUM, Senior Lecturer in Psychology, Peabody College  
B.A. (Alabama, Huntsville 1972); M.S. (Tennessee State 1977); Ph.D. (Vanderbilt 1992) [1994]
- F. JOSEPH MCLAUGHLIN, Clinical Associate Professor of Psychology, Peabody College  
B.A., M.A., Ph.D. (Vanderbilt 1971, 1973, 1979) [2009]
- MICHAEL K. MCLENDON, Associate Professor of Public Policy and Higher Education  
B.A. (Baylor 1991); M.S. (Florida State 1994); Ph.D. (Michigan 2000) [1999]
- ELISE DAVID MCMILLAN, Senior Associate in Psychiatry; Director, Community Outreach, and Co-Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities Education, Research, and Service; Senior Lecturer in Special Education  
B.A. (Texas Tech 1974); J.D. (Nashville School of Law 1983) [2006]
- CATHERINE MCTAMANEY, Senior Lecturer in Education  
B.S., M.Ed., Ed.D. (Vanderbilt 1994, 1998, 2006) [2007]
- P. J. MCWILLIAM, Research Assistant Professor of Special Education  
B.A. (Maryland 1975); M.A. (West Virginia 1977); Ph.D. (North Carolina, Greensboro 1987) [2003]
- JACK W. MILLER, Professor of Education, Emeritus  
B.S. (Bemidji State 1956); M.A., Ed.D. (Peabody 1957, 1961) [1962]
- HENRY RICHARD MILNER, Associate Professor of Education  
B.A., M.A.T. (South Carolina State 1996, 1997); M.A. (Ohio State 2000) [2001]
- DAVID D. MOHNING, Director of Student Financial Aid; Assistant Professor of the Practice of Education  
B.S. (Iowa State 1967); M.B.A., Ph.D. (Miami [Ohio] 1971, 1986) [1991]
- TORIN MONAHAN, Associate Professor of Human and Organizational Development  
B.A., M.A. (California State, Northridge 1993, 1996); M.S., Ph.D. (Rensselaer Polytechnic Institute 2002, 2003) [2008]
- JOSEPH F. MURPHY, Frank W. Mayborn Professor; Professor of Education; Associate Dean, Peabody College  
B.A. (Muskingum 1971); M.S.T. (Chicago 1974); Ph.D. (Ohio State 1980) [2002]
- VELMA MCBRIDE MURRY, Betts Professor of Education and Human Development; Professor of Human and Organizational Development  
B.S. (Tennessee 1974); M.S., Ph.D. (Missouri, Columbia 1985, 1987) [2008]
- CHARLES B. MYERS, Professor of Social Studies Education, Emeritus  
B.S. (Pennsylvania State 1961); M.A., Ph.D. (Peabody 1963, 1968) [1970]
- GAYATHRI NARASIMHAM, Lecturer in Psychology  
Sc.B. (Madras [India] 1993); M.A. (Western Carolina 1997); Ph.D. (Vanderbilt 2006) [2006]
- MAURY NATION, Associate Professor of Human and Organizational Development  
B.A. (Georgia State 1992); Ph.D. (South Carolina 1999) [2003]
- AMY NEEDHAM, Professor of Psychology  
B.S. (Knox College 1987); M.A., Ph.D. (Illinois, 1989, 1992) [2010]
- ANN M. NEELY, Associate Professor of the Practice of Education  
B.S., M.Ed. (Auburn 1977, 1979); Ed.D. (Georgia 1983) [1985]
- JOHN R. NEWBROUGH, Professor of Psychology, Emeritus, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (College of Idaho 1955); M.A., Ph.D. (Utah 1956, 1959) [1966]
- JULIA S. NOLAND, Research Assistant Professor of Psychology, Peabody College; Research Assistant Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Earlham 1991); Ph.D. (Cornell 1998) [2003]
- LAURA R. NOVICK, Associate Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science  
B.S. (Iowa 1981); Ph.D. (Stanford 1986) [1988]
- BRUCE I. OPPENHEIMER, Professor of Political Science; Professor of Public Policy and Education  
A.B. (Tufts 1967); M.A., Ph.D. (Wisconsin 1968, 1973) [1993]
- AMY B. PALMERI, Assistant Professor of the Practice of Education  
B.A. (SUNY, Buffalo 1990); Ph.D. (Indiana 1995) [1995]
- KIMBERLY J. PAULSEN, Associate Professor of the Practice of Special Education  
B.A. (Northern State 1985); M.S. (Moorhead State 1994); Ed.D. (Las Vegas 1997) [1999]
- RICHARD L. PERCY, Associate Professor of Education, Emeritus  
B.A., M.A. (Syracuse 1959, 1968); Ed.D. (Virginia 1971) [1971]
- DOUGLAS D. PERKINS, Professor of Human and Organizational Development  
B.A. (Swarthmore 1980); M.A., Ph.D. (New York 1985, 1990) [2000]
- JEWELL A. PHELPS, Professor of Geography, Emeritus  
B.S., M.A. (Peabody 1941, 1946); Ph.D. (Northwestern 1955) [1951]
- GEORGINE M. PION, Research Associate Professor of Psychology, Peabody College  
B.A. (Simpson 1974); M.A., Ph.D. (Claremont 1977, 1980) [1989]

- LISA PRAY, Associate Professor of the Practice of English Language Learners  
B.S., M.Ed., Ph.D. (Arizona State 1986, 1998, 2003) [2008]
- KRISTOPHER J. PREACHER, Assistant Professor of Psychology, Peabody College  
B.A. (North Carolina State 1996); M.A. (William and Mary 1998); Ph.D. (North Carolina 2006) [2011]
- HARRY E. RANGLES, Professor of Education, Emeritus  
B.F.A. (Syracuse 1950); M.Ed. (Miami [Ohio] 1958); Ph.D. (Miami/Ohio State 1964) [1979]
- DANIEL J. RESCHLY, Professor of Education; Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Iowa State 1966); M.A. (Iowa 1968); Ph.D. (Oregon 1971) [1998]
- JOHN J. RIESER, Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
A.B. (Harvard 1971); Ph.D. (Minnesota 1978) [1977]
- VICTORIA J. RISKO, Professor of Education, Emerita  
B.S. (Pittsburgh 1966); M.A., Ed.D. (West Virginia 1969, 1971) [1975]
- BETHANY RITTLE-JOHNSON, Associate Professor of Psychology, Peabody College; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Virginia 1994); M.S., Ph.D. (Carnegie Mellon 1996, 1999) [2002]
- DEBORAH W. ROWE, Associate Professor of Early Childhood Education  
B.S. (Kentucky 1976); M.A. Educ. (Wake Forest 1982); Ph.D. (Indiana 1986) [1986]
- SUSAN SAEGERT, Professor of Human and Organizational Development (On leave 2011/2012)  
B.A. (Texas, Austin 1968); Ph.D. (Michigan 1974) [2008] (on leave 2011-2012)
- HOWARD M. SANDLER, Professor of Psychology, Peabody College  
B.A. (Johns Hopkins 1967); M.A., Ph.D. (Northwestern 1969, 1971) [1970]
- DAYLE A. SAVAGE, Assistant Professor of the Practice of Education  
B.M.Ed. (Bradley 1978); M.Ed., Ed.D. (Vanderbilt 1999, 2005) [2009]
- MEGAN M. SAYLOR, Associate Professor of Psychology, Peabody College; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (California, Berkeley 1996); M.S., Ph.D. (Oregon 1997, 2001) [2001]
- LEONA SCHAUBLE, Professor of Education  
A.B. (Bates 1968); Ph.D., M.A. (Columbia 1989, 1996) [2002]
- PATRICK JUDE SCHUERMANN, Research Assistant Professor of Education  
B.S., M.A. (Furman 1994, 1999); Ph.D. (Vanderbilt 2006) [2006]
- PRATIM SENGUPTA, Assistant Professor of Science Education  
B.S. (Presidency College [India] 1998); M.S. (Indian Institute of Technology 2000); M.S., Ph.D. (Northwestern 2003, 2009) [2009]
- EMILY SHAHAN, Instructor in the Practice of Mathematics Education  
B.A. (Williams College 1995); M.A. (Stanford 2001) [2008]
- SHARON L. SHIELDS, Professor of the Practice of Health Promotion and Education; Associate Dean for Professional Education  
B.S., M.Ed. (Louisville 1971, 1974); Ph.D. (Peabody 1976) [1976]
- MARYBETH SHINN, Professor of Human and Organizational Development and Chair of the Department  
B.A. (Radcliffe 1973); M.A., Ph.D. (Michigan 1976, 1978) [2008]
- PEARL G. SIMS, Senior Lecturer in Human and Organizational Development  
B.A. (Middle Tennessee State 1971); M.A. (Tennessee 1981); Ed.D. (Vanderbilt 2003) [2004]
- STEVEN H. SMARTT, Assistant Provost for Research and Graduate Education; Assistant Professor of the Practice of Education  
B.M.E., M.M.E. (Peabody 1971, 1972); Ph.D. (Florida State 1974) [1981]
- CRAIG A. SMITH, Associate Professor of Psychology, Peabody College; Associate Dean for Undergraduate Education; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
A.B. (Dartmouth 1980); Ph.D. (Stanford 1986) [1988]
- HEATHER L. SMITH, Assistant Professor of the Practice of Human and Organizational Development  
B.S. (New Mexico State 1997); M.S. (North Carolina, Greensboro 2003); Ph.D. (Central Florida 2006) [2006]
- THOMAS M. SMITH, Associate Professor of Public Policy and Education  
B.A. (California, Los Angeles 1988); M.A. (Columbia 1991); M.A. (Catholic 1995); Ph.D. (Pennsylvania State 2000) [2001]
- CLAIRE E. SMREKAR, Associate Professor of Public Policy and Education  
B.A. (California, Los Angeles 1982); M.A., M.A., Ph.D. (Stanford 1986, 1989, 1991) [1991]
- PAUL W. SPEER, Associate Professor of Human and Organizational Development  
B.S. (Baker 1982); Ph.D. (Missouri, Kansas City 1992) [2001]
- MATTHEW G. SPRINGER, Assistant Professor of Public Policy and Education  
B.A. (Denison 1998); Ph.D. (Vanderbilt 2006) [2006]
- JAMES H. STEIGER, Professor of Psychology, Peabody College  
B.A. (Cornell 1970); M.S. (Oklahoma 1972); Ph.D. (Purdue 1976) [2003]
- BARBARA S. STENGEL, Professor of the Practice of Education  
B.A. (Bucknell 1974); M.A. (Catholic 1976); M.Ed., M.A., Ph.D. (Pittsburgh 1980, 1984, 1984) [2010]
- SONYA STERBA, Assistant Professor of Psychology, Peabody College  
B.A. (Brown 2002); M.A., Ph.D. (North Carolina 2005, 2009) [2010]
- DEBORAH D. TOBEY, Lecturer in Leadership, Policy and Organizations  
B.S., M.Ed. (Virginia Polytechnic Institute); Ed.D. (Vanderbilt, 1990) [2010]
- KRISTEN TOMPKINS, Clinical Instructor in Human and Organizational Development  
B.A. (Tennessee 1999); M.Ed. (Vanderbilt 2001) [2002]
- GEORGENE L. TROSETH, Associate Professor of Psychology, Peabody College; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Wyoming 1994); M.A., Ph.D. (Illinois 1997, 2000) [2000]
- WILLIAM L. TURNER, Betts Professor of Education and Human Development; Professor of Human and Organizational Development  
B.A. (North Carolina 1985); M.A. (Abilene Christian 1987); Ph.D. (Virginia Polytechnic and State 1990) [2009]
- NAOMI CHOWDHURI TYLER, Associate Professor of the Practice of Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (New Mexico State 1985); M.A., Ph.D. (New Mexico 1988, 1996) [1997]
- ANDREW J. VAN SCHAACK, Assistant Professor of the Practice of Human and Organizational Development  
B.S., Ph.D. (Utah State 2002, 2004) [2004]
- LANETTE WADDELL, Assistant Professor of the Practice of Mathematics Education  
B.A. (Pennsylvania State 1987); M.S., Ph.D. (Pennsylvania 2003, 2007) [2011]
- LEIGH WADSWORTH, Lecturer in Psychology  
M.A. (Alabama 2002); Ph.D. (Arizona State 2007) [2006]
- TEDRA ANN WALDEN, Professor of Psychology, Peabody College; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Senior Fellow, Institute for Public Policy Studies  
B.A., M.A., Ph.D. (Florida 1974, 1976, 1978) [1981]
- LALLA WALKER, Professor of English, Emerita  
B.S., M.A. (Peabody 1936, 1941) [1958]
- LYNN S. WALKER, Professor of Pediatrics; Director, Division of Adolescent Medicine; Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
A.B. (Oberlin 1973); M.S., Ph.D. (Peabody 1978, 1981) [1982]
- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Member, Vanderbilt Kennedy Center for Research on Human Development  
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968) [1971]

- THOMAS TODD WARD, Lecturer in Leadership, Policy and Organizations  
B.S. (Western Kentucky, 1974); M.Ed. (Middle Tennessee State University, 1984) [2007]
- KRISTEN WEEKS NEAL, Lecturer in Education  
B.A. (Miami [Ohio] 1989); M.Ed., Ph.D. (Vanderbilt 1990, 1999) [2009]
- JOSEPH H. WEHBY, Associate Professor of Special Education;  
Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Memphis State 1982); M.Ed., Ph.D. (Vanderbilt 1987, 1990) [1990]
- BAHR WEISS, Associate Professor of Psychology, Peabody College;  
Investigator, Vanderbilt Kennedy Center for Research on Human Development; Co-Director, Center for Psychotherapy Research and Policy, Institute for Public Policy Studies  
A.B. (Michigan 1974); Ph.D. (North Carolina 1988) [1988]
- JAMES W. WHITLOCK, Professor of Education, Emeritus  
B.S. (Tennessee 1949); M.A., Ed.D. (Peabody 1952, 1956) [1959]
- ROBERT S. WHITMAN, Professor of English Education, Emeritus  
B.A. (Lawrence 1956); M.A., Ph.D. (Illinois 1963, 1973) [1968]
- MARK WOLERY, Professor of Special Education and Chair of the Department; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.A. (Tennessee Temple 1969); M.Ed. (Virginia Commonwealth 1975); Ph.D. (University of Washington 1980) [2000]
- RUTH ASHWORTH WOLERY, Assistant Professor of the Practice of Special Education; Director, Susan Gray School; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Tennessee, Chattanooga 1976); Ph.D. (Pittsburgh 1997) [2000]
- PAUL J. YODER, Professor of Special Education; Investigator, Vanderbilt Kennedy Center for Research on Human Development  
B.S. (Louisiana State 1978); M.S. (Peabody 1979); Ph.D. (North Carolina 1985) [1987]
- ZINA YZQUIERDO, Research Assistant Professor of Special Education; Member, Vanderbilt Kennedy Center for Research on Human Development  
B.S. in Education, M.A. in Education (Stephen F. Austin State 1982, 1983); Ph.D. (New Mexico 1995) [1997]
- RON W. ZIMMER, Associate Professor of Public Policy and Education  
B.S. (Illinois Wesleyan 1992); M.S., Ph.D. (Kentucky 1994, 1997) [2010]

Archived 2011/2012  
Peabody Catalog



# Index

- Abbreviations 33  
 Academic probation 26  
 Academic regulations 25  
 Academic standards 25  
 Accreditation 8, 24, 34, 35  
 Activities and recreation fees 30  
 Address change 9, 11  
 Administration, College 65  
 Administration, University 64  
 Admission 28  
 Admission deadlines 28  
 Admission decisions 28  
 Admission, professional degrees 28  
 Admission to candidacy, Ed.D. 17  
 Admission to Graduate School 19, 28  
 Admission to student teaching 23  
 Admission to teacher education 20  
 Advanced licensure programs 20  
 African American Mental Health Research Scientist (AAMHRS) Consortium 5  
*Afro-Hispanic Review* 14  
 Alternative transportation 13  
 Application, professional degrees 28  
 Application, teacher licensure 24  
 Applied Behavior Analysis Certification Program 42  
 Athletics 15  
 Auditing 26  
 Audits, licensure 20  
  
 Background check 20  
 Behavioral Sciences Committee 27  
 Bicycles 13  
 Black Cultural Center, Bishop Joseph Johnson 14  
 Board of Trust, University 63  
 Bookstore 15  
 Buckley Amendment 10  
  
 CACREP 24, 34, 35  
 Calendar 4  
 Campus Security Report 10, 13  
 Capstone experience, Ed.D. 17, 18  
 Capstone experience, M.Ed. 43  
 Career Center 11  
 Center for Community Studies 5  
 Center for Evaluation and Program Improvement (CEPI) 5  
 Certification programs—see Licensure  
 Change of address 9, 11  
 Chaplain 15  
 Child and Family Center, Vanderbilt 12  
 Child Care Center 12  
 Child Studies 40  
 Classroom Organization and Management Program (COMP) 5  
 Clearances, security, for school experiences 20  
 Clinical Psychology 41  
 Cognition and Cognitive Neuroscience 41  
 Commencement 27  
 Committee for Protection of Human Subjects  
   —Behavioral Sciences Committee 27  
 Committees, faculty 65  
 Commodore Card 9  
 Community Development and Action courses 46  
 Community Development and Action program 34  
 Community Studies, Center for 5  
 Confidentiality of student records 10  
 Council on Teacher Education 65  
  
 Counseling Center 11  
 Course work, Ed.D. 16  
 Courses of study 33  
 Credentials, counseling 34  
 Credit, transfer of 26  
 Credit hour definition 26  
 Crime alerts 13  
 Curriculum areas, Human Development Counseling 34  
 Curriculum Laboratory 7  
  
 Deadlines, admission 28  
 Deadlines, financial aid 28, 31  
 Deficiencies 16  
 Degrees offered, Peabody College 5, 8, 16, 33, 36, 40, 41, 43  
 Degrees offered, university 5, 8, 19, 33, 40, 41, 43  
 Degree requirements 16, 21, 22, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45  
 Developmental Psychology 41  
 Dining facilities 9, 15  
 Directory information 10  
 Directory listings 11  
 Disabilities, services for students with 12  
 Dissertation 17, 27, 30  
 Doctor of Education 16, 26, 27, 28, 29, 30, 31, 36, 37, 38  
 Doctor of Philosophy 19, 28, 29, 33, 40, 41, 43, 45  
  
 Education courses 57  
 Education Policy major 39  
 Educational and Assistance Programs, Police Department 13  
 Educational Leadership and Policy 37  
 Educational Leadership and Policy/School Administration core courses 49  
 Educational Leadership and Policy/School Administration elective courses 50  
 Elementary Education 21  
 Emergency health care 11  
 Emergency telephones 13  
 Employment, international students 29  
 Endorsements 20, 22  
 Endowed chairs 65  
 English Education courses 61  
 English instruction for applicants 29  
 English Language Center 29  
 English Language Learners major 43  
 English language proficiency 29  
 Enrollment 5  
 Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) 12  
 Equity in Athletics report 10  
 Escort service 13  
 Evaluation and Program Improvement, Center for (CEPI) 5  
 Examinations 17, 23, 29, 38, 39, 42, 43  
 Expenses 30  
 Extracurricular activities 15  
  
 Facilities 7  
 Faculty 65  
 Faculty Council 65  
 FAFSA 28, 31  
 Family Educational Rights and Privacy Act (FERPA) 10  
 Family hospitalization coverage 12  
 Family-School Partnership Lab 5  
 Federal/state aid 28, 31  
 Fees 28, 30, 31  
 Financial aid deadlines 28, 31  
 Financial assistance 28, 31  
 Financial clearance 30  
 Financial information 30

- Financial resources, international students 29  
 Fingerprinting 20  
 Food services 9, 15  
 Foreign language, test of English as a 28, 29  
 Foreign students 12, 14, 29  
 Free Application for Federal Student Aid (FAFSA) 28, 31  
 Full-time enrollment 27
- General Psychology 40  
 Grade point average 26  
 Grading system 25  
 Graduate degree programs 19  
 Graduate Development Network 13  
 Graduate Record Examination (GRE) 19, 28, 29, 42  
 Graduate School, admission to 19  
 Graduate School courses 53  
 Graduate Student Association, Peabody 9  
 Graduate Student Council 9  
 Graduation rates 10  
 Graduation, requirements for 27  
 Grievance procedures 11
- Health center, student 11  
 Heard, Jean and Alexander, Library 7  
 Higher Education Administration 37  
 Higher Education Leadership and Policy 38  
 Higher Education Leadership and Policy/Higher Education Administration  
   elective courses 51  
 Higher Education Leadership and Policy/School Administration core  
   courses 50  
 Higher Education Leadership and Policy/School Administration elective  
   courses 50  
 Higher education programs 37  
 History, Peabody College 5  
 History, university 7  
 Honor system 25  
 Housing 9  
 Human and Organizational Development 33  
 Human and Organizational Development courses 46  
 Human Development Counseling courses 47  
 Human Development Counseling program 34  
 Human Development Counseling tracks 35  
 Humanities Education courses 61
- Identification card 9  
 Immunization requirements 11  
 Incomplete, grade of 25  
 Individual Study courses 49, 52  
 Individualized Master of Education option 36  
 Information Technology Services 7  
 Initial teacher licensure in special education 22, 42  
 Insurance, hospitalization and major medical 12, 29, 30  
 Insurance, international student 12, 29  
 Intent to graduate notification 27  
 International Education Policy and Management program 38  
 International English Language testing System (IELTS) 28  
 International Student and Scholar Services 14, 29  
 International students 12, 14, 29  
 Internship 22, 23  
 IRIS Center 6
- J.D./M.P.P. combined program 40
- Kennedy Center 6
- Late payment of fees 30  
 Law School joint program with 40  
 Leadership and Organization Performance program 39  
 Leadership, Policy, and Organizations 36
- Leadership, Policy, and Organizations courses 48  
 Learning and Instruction major 44  
 Learning Disabilities, National Research Center on 6  
 Learning, Diversity, and Urban Studies major 45  
 Leave of absence 27  
 LGBTQI Life, Office of 14  
 Liberal Education Core 20  
 Libraries 7  
 Library, Peabody 7  
 Licensed Professional Counselor 34  
 Licensure application 24  
 Licensure audits 20  
 Licensure programs 20, 42  
 Licensure requirements, meeting 20, 23, 41, 43  
 Licensure, university recommendation for 24  
 Loan funds 31  
 LOP courses 48  
 LPO core courses 48
- Mailing addresses for paper applications 28  
 Majors, professional degree 16, 19  
 Master of Arts in Teaching 43  
 Master of Education 16, 21, 26, 28, 29, 31, 34, 36, 37, 38, 39,  
   40, 41, 43, 44, 45  
 Master of Public Policy 16, 28, 29, 36, 39, 40  
 Master of Science 19, 33, 40  
 Mathematically Precocious Youth, Study of 6  
 Mathematics Education courses 61  
 Methods courses 52  
 Miller Analogies Test (MAT) 28, 29, 42  
 Missed final examination 26
- Named professorships 65  
 National Center on Performance Incentives 6  
 National Center on School Choice 6  
 National Research Center on Learning Disabilities 6  
 NCATE 24, 35  
 No Child Left Behind Act (NCLB) 24  
 Nondiscrimination statement 2  
 Non-thesis programs 16
- Off-campus housing 9  
 Oral examination, final 17  
 Outreach programs 5
- Parking 13  
 Pass/Fail 26  
 Peabody Center for Education Policy (PCEP) 6  
 Peabody Honor Council 25  
*Peabody Journal of Education* 6  
 Peabody Library 7  
 Peabody Professional Institutes 6  
 Peabody Research Institute 6  
 People Finder online directory 11  
 Performance Incentives, National Center on 6  
 Placement service—see Career Center  
 Police, campus 10, 13  
 PRAXIS testing 23, 43  
 Pre-Professional Skills Test (PPST) 42  
 Principals Leadership Academy of Nashville 6  
 Probation, academic 26  
 Professional core requirements 21  
 Professional degree programs 16, 33, 42  
 Professional Institutes, Peabody 6  
 Program of studies 20, 25  
 Programs for Talented Youth 7  
 Progress toward degree. Ed.D. 16  
 Protection of Human Subjects, Committee for 27  
 Psychological and Counseling Center 11

- Psychological Sciences program application mailing address 28  
Psychology and Human Development 40  
Psychology and Human Development courses 53
- Qualifying examinations 17  
Quantitative Methods 41
- Reading Education major 45  
Recreation, campus 15  
Recreation fees 15, 30  
Refunds of tuition and dormitory charges 30  
Registration, Ed.D. 17  
Regulations, academic 25  
Religious life 15  
Requirements, meeting degree and licensure 20, 23, 41, 43  
Research centers 5  
Research tools 17  
Residence requirements 16
- Sarratt Student Center 15  
Scholarships 31  
School Administration program 39  
School Choice, National Center on 6  
Schulman Center for Jewish Life 15  
Science Education courses 62  
Screening 23  
Secondary Education 21  
Security 13  
Security report, annual 10, 13  
Security clearance for experiences in schools 20  
Social Studies Education courses 62  
Special Education 41  
Special Education courses 54  
Special Education, initial licensure in 22, 42  
Special students 29  
Specialization strands, teaching and learning 44  
Sports and recreation 15  
Student Health Center 11  
Student Life Center 15  
Student records (Buckley amendment) 10  
Student Recreation Center 15  
Student teaching 23  
Study of Mathematically Precocious Youth 6  
Summer session 29  
Susan Gray School for Children 6  
Symbols, explanation of 33
- Teacher licensure 20, 23, 41, 42, 43  
Teacher education, admission to 20  
Teaching and Learning 43  
Teaching and Learning courses 57  
Telephone directory listings 11  
Thesis programs 16, 19, 43  
Time limit for course work, Ed.D. 16  
TOEFL 28, 29  
Transcript evaluation, international students 29  
Transcripts 26, 29, 30, 31  
Transfer of credit, professional degrees 26  
Travel grants 9  
Tuition 30  
Tuition payment programs 30
- University information, obtaining 9  
University recommendation for licensure 24
- Vanderbilt Child and Family Center 12  
Vanderbilt Kennedy Center for Research on Human Development 6  
Vanderbilt Police Department 10, 13  
Vanderbilt Programs for Talented Youth 7  
Vandy Vans 13  
Vehicle registration 13
- Withdrawal from a course 26  
Withdrawal/refund schedule 30  
Women's Center, Margaret Cuninggim 14  
Written examination, qualifying 17

Archived 2011-2012  
Peabody Catalog