



# Peabody College Catalog

Vanderbilt  
University  
2014/2015

Containing general information  
and courses of study  
for the 2014/2015 session  
corrected to 1 July 2014  
Nashville

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## **Calendar 2014/2015**

### FALL SEMESTER 2014

Classes begin / Wednesday 20 August

October Break / Thursday 16 October–Friday 17 October

Homecoming / Saturday 11 October

Thanksgiving holidays / Saturday 22 November–Sunday 30 November

Classes end / Thursday 4 December

Reading days and examinations / Friday 5 December–Saturday 13 December

Fall semester ends / Saturday 13 December

### SPRING SEMESTER 2015

Classes begin / Monday 5 January

Spring holidays / Saturday 28 February–Sunday 8 March

Classes end / Monday 20 April

Reading days and examinations / Tuesday 21 April–Thursday 30 April

Commencement / Friday 8 May

# Education and Human Development at Vanderbilt

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

Peabody enrolls more than 600 graduate or professional students and more than 1,200 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.

## Centers and Outreach Efforts

### Accelerated Academic Achievement (A3) Center

Funded with a grant of \$10 million by the National Center for Special Education Research, the A3 Center enables researchers to study instructional programs aimed at students with learning disabilities in grades 3 to 5. Scholars affiliated with the center seek to develop and test strategies to improve reading and math success. The new instructional programs developed at the center will help educators address challenges such as how to assist students in progressing to more complex subject matter and how to transfer learning between different intellectual tasks.

### 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 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.

### 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.

### IRIS Center

The IRIS Center for Training Enhancements 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 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 Scaling Up Effective Schools**

The National Center on Scaling Up Effective Schools is a collaborative partnership of research universities, education support providers, and two large urban school districts to identify the essential programs, practices, processes, and policies that make some high schools particularly effective with low-income students, minority students, and English language learners. The center works with teachers and school district leaders to share these practices with less-effective schools.

### **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 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) 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 intellectual disabilities and developmental disorders. 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 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**

#### *The Jean and Alexander Heard Library System*

Vanderbilt University's libraries are among the top research libraries in the nation, home to more than eight million items, including print publications, microfilm items, and digital collections. The libraries provide electronic access to tens of thousands of full-text journals and over half a million e-books and other research resources accessible via the campus network, from 250 workstations in campus libraries, as well as authenticated access (VUnetID and e-password) from off campus. Resources may be located through Acorn, the libraries' online catalog, and through DiscoverLibrary, the libraries' new information discovery tool.

The oldest manuscript in the collection dates from around 1300 C.E. and new publications are being added every day. Among the libraries' collection strengths are the W. T. Bandy Center for Baudelaire and Modern French Studies, a comprehensive collection of materials on Charles Baudelaire and French literature and culture; the Southern Literature and Culture Collection; Latin American collections for Brazil, Colombia, the Andes, Mesoamerica, and Argentina; the Television News Archive, the world's most extensive and complete archive of television news covering 1968 to present; the Revised Common Lectionary, one of the first published Web-based resources of scriptural readings for the liturgical year; and the Global Music Archive, a multimedia reference archive and resource center for traditional and popular song, music, and dance of Africa and the Americas.

In partnership with faculty, library staff teach students valuable skills for locating and evaluating the latest information in a complex array of sources. Campus libraries with discipline-specific collections are home to professional librarians who provide expert support in that area of study. Online reference is available through the homepage. Options for individual study are complemented by group study spaces and instructional rooms, as well as learning commons and cafes. Exhibits throughout the libraries offer intellectual and creative insights that encourage students to see their own work in new ways. Students, faculty, and staff may come to the library to read in a cozy nook, meet friends for group study, grab a quick meal, or see an exhibit.

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.

*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*.

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* 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* and *www.vanderbilt.edu/vumix* for details.

ITS offers various conferencing and collaboration services for students. Vanderbilt's blog service offers Wordpress Blogs at *web.vanderbilt.edu/blog/*. 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* 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 *its.vanderbilt.edu/helpdesk*.

For more information on IT services and computing at Vanderbilt, go to *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 Health Professions Education, 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 Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, professional, and doctoral 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.



### *Mission, Goals, and Values*

Vanderbilt University is a center for scholarly research, informed and creative teaching, and service to the community and society at large. Vanderbilt will uphold the highest standards and be a leader in the

- quest for new knowledge through scholarship,
- dissemination of knowledge through teaching and outreach,
- creative experimentation of ideas and concepts.

In pursuit of these goals, Vanderbilt values most highly

- intellectual freedom that supports open inquiry,
- equality, compassion, and excellence in all endeavors.



Information has been updated since initial printing. Original pdf is an attachment to this document for comparison.



# Life at Vanderbilt

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

## 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.

<https://my.vanderbilt.edu/pgsa/>

### 2014/2015 PGSA Executive Board

President: Michael Li  
 Vice President: Sara Green  
 Treasurer: Sarah Edmondson  
 Secretary: Chenyue Wang  
 Vice President Social Chair: Jennifer Yih  
 Community Service Chair: Eric Wu  
 Professional Development Chair: Rachel Mallory  
 Faculty/Staff Appreciation Chair: Shateara Hall

## Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall educational experience at Vanderbilt University by promoting the general welfare and concerns of the Graduate School student body. This is achieved through the creation of new programs and initiatives to provide opportunities for growth and interaction, as well as through communication with the Vanderbilt faculty and administration on behalf of graduate students. The GSC consists of elected representatives, standing committees, and an annually elected executive board. In the recent past, the GSC has helped change policies involving campus dining, free bus transportation, parking, and student health insurance. The GSC is also a member of the National Association of Graduate-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, including co-sponsoring seminars and panels with individual departments, organizing the Vanderbilt 3 Minute Thesis competition (spring semester), facilitating the Graduate Student Honor Council, planning community outreach activities, and offering many 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 School students are welcome and encouraged to attend GSC's monthly meetings and to get involved. For more information, visit [studentorgs.vanderbilt.edu/gsc](http://studentorgs.vanderbilt.edu/gsc).

## Career Development for Graduate School Students

The Dean's Office of the Graduate School is dedicated to helping students navigate the transition from degree to career. Guidance and professional development opportunities are offered throughout a Graduate School student's program, in the form of individual advising, workshops, seminars, and Web-based resources. Topics range from creating an effective CV/resume, to interviewing skills, to establishing a network for both academic and non-academic career searches. For Ph.D.'s in the biomedical disciplines, the Office of Biomedical Research Education and Training (BRET) offers similar services. For Ph.D.'s in Peabody College, the Peabody Office of Professional and Graduate Education (POPGE) offers complementary resources. Additional resources for particular career interests are available through a campus partnership with the Center for Student Professional Development. Through these numerous services, students will find ample assistance for their career searches. For more information, visit [my.vanderbilt.edu/gradcareer](http://my.vanderbilt.edu/gradcareer).

## 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 ([vanderbilt.edu/gradschool/gdn](http://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.

## The Center for Teaching

The Center for Teaching offers services to the entire Vanderbilt University teaching community, including those who currently teach, those who are just beginning to teach, and those who anticipate that teaching will be a part of their future careers. The services of the center are available to all graduate students, with some programs designed especially for teaching assistants (TAs).

*Fall TA Orientation* introduces participants to teaching at Vanderbilt, focusing on the information and skills necessary to take on TA roles in the classroom. Workshops and practice teaching sessions are led by experienced graduate student teaching assistants.

*The Certificate in College Teaching* has been designed to assist graduate students who wish to develop and refine their teaching skills. The certificate focuses on the research on how people learn and best teaching practices, and supports the university's pursuit of excellence in teaching and learning. The certificate is ideal for graduate students whose goals are to become more effective educators and who want to prepare for future careers in higher education teaching.

*The SoTL Scholars Program* helps graduate students cultivate a scholarly, evidence-based approach to their students' learning and their own teaching. Program participants will explore this approach, beginning to bridge the gap between their research and their teaching identities, by asking and answering meaningful questions about teaching and learning in ways that align with their disciplinary research practices.

*The Graduate Student Teaching Event for Professional Development (GradSTEP)* is a January conference that features workshops and discussions on teaching and professional development topics across the disciplines.

*The Graduate Teaching Fellows and Teaching Affiliates Program* provides graduate students the opportunity to work at the center, facilitating the programs offered to graduate students, consulting with TAs, and collaborating on teaching-related projects.

For more information and other services, please visit the Center for Teaching website at [cft.vanderbilt.edu](http://cft.vanderbilt.edu) or call (615) 322-7290.

### **Barnes & Noble at Vanderbilt**

Barnes & Noble at Vanderbilt, the campus bookstore located at 2525 West End Avenue, offers textbooks (new, used, digital, and rental), computers, supplies, Nook e-readers, dorm accessories, licensed Vanderbilt apparel, and best-selling books. Students can order online or in-store and receive course materials accurately, conveniently, and on time. The bookstore features extended hours of operation and hosts regular special events. Visitors to the bookstore café can enjoy Starbucks coffees, sandwiches, and desserts while studying. Free customer parking is available in the 2525 garage directly behind the bookstore. For more information, visit [vubookstore.com](http://vubookstore.com), follow [twitter.com/BN\\_Vanderbilt](https://twitter.com/BN_Vanderbilt), find the bookstore on Facebook at [facebook.com/VanderbiltBooks](https://facebook.com/VanderbiltBooks), or call (615) 343-2665.

### **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 Vanderbilt Recreation and Wellness Center.

ID cards are currently issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:30 p.m. For more information, go to [vanderbilt.edu/cardservices](http://vanderbilt.edu/cardservices).

*Please note:* Card Services will be moving its operation during summer 2014. If you plan to visit the office in the July–August time frame, please check the Card Services website to confirm whether the office has moved. Card Services' new office will operate from the historic home located next to McTyeire Hall and across from the Zerfoss Student Health Center.

### **Eating on Campus**

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

### **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 ([aphostia.its.vanderbilt.edu/housing/Main/](http://aphostia.its.vanderbilt.edu/housing/Main/)). The referral service lists information about housing accommodations off campus. The majority of listed rental properties are 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 [registrar.vanderbilt.edu/academicrec/address.htm](http://registrar.vanderbilt.edu/academicrec/address.htm).

### **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. The International Lens Film Series brings more than forty 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 International Orientation Leaders and a selection of holiday parties. The Southern Culture Series is an opportunity for students to experience Southern culture in nearby cities such as Memphis, Chattanooga, and Atlanta.

### **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 [vanderbilt.edu/catalogs](http://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 [vanderbilt.edu/financialaid](http://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 University Police Department on the university website at [police.vanderbilt.edu/annual-security-report](http://police.vanderbilt.edu/annual-security-report). A paper copy of the report may be obtained by writing the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see “Vanderbilt University 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 [registrar.vanderbilt.edu/academicrec/privacy.htm](http://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.

### The Writing Studio

The Writing Studio offers graduate students personal writing consultations, fifty-minute interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. The focus of a consultation varies according to the individual writer and project. In addition to the standard fifty-minute consultations, the Writing Studio also offers dissertation writers the possibility of having extended appointments with the same consultant on an ongoing basis.

Fifty-minute appointments can be scheduled online at [vanderbilt.edu/writing](http://vanderbilt.edu/writing). Extended appointments must be arranged in advance through [writing.studio@vanderbilt.edu](mailto:writing.studio@vanderbilt.edu) and are available on a first-come, first-served basis. Information about other programs for graduate students, like the journal article writing workshop and the annual dissertation writer’s retreat, can also be found at [vanderbilt.edu/writing](http://vanderbilt.edu/writing).

### 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, Every Nation Campus Ministries, 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 to young people in the Edgehill community. 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.

### 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, students with children, body image, eating disorders, pregnancy and reproduction, sexual health, and more. The Women’s Center is open Monday through Friday, 8 a.m. to 5 p.m., and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit [vanderbilt.edu/WomensCenter](http://vanderbilt.edu/WomensCenter).

### Office of LGBTQI Life

As a component of Vanderbilt’s Office of the Dean of Students, the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex

(LGBTQI) Life office 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 DVD library for resources around LGBTQI issues and culture. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community and coordinates the Safe Zone Ally program. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit [vanderbilt.edu/lgbtqi](http://vanderbilt.edu/lgbtqi).

### Office of the University Chaplain and Religious Life

The Office of the University Chaplain and Religious Life provides opportunities to explore and practice religion, faith, and spirituality and to more deeply understand one's personal values and social responsibility via educational programming, encounters with various faith perspectives, and engagement with religious and spiritual communities. The office welcomes and serves all students, faculty, and staff and provides an intellectual home and ethical resource for anyone in the Vanderbilt community seeking to clarify, explore, and deepen understanding of their lives and/or faith.

Recognizing the importance of exploring one's faith in community, the office facilitates opportunities for individuals of a shared faith to worship/practice 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 [vanderbilt.edu/religiouslife](http://vanderbilt.edu/religiouslife).

### 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).

### Parking, Vehicle Registration, and Alternative Transportation

Parking space on campus is limited. Motor vehicles operated on campus at any time by students, faculty, or staff must be registered with the Office of Traffic and Parking located in the Wesley Place garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at [vanderbilt.edu/traffic\\_parking](http://vanderbilt.edu/traffic_parking).

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 utilize this service, a valid student ID card is required for boarding the bus.

### Psychological and Counseling Center

As part of the Vanderbilt University Medical Center, the PCC supports the mental health needs of all students to help them

reach their academic and personal goals. Highly skilled and multidisciplinary staff collaborates with students to provide evidence-based treatment plans tailored to each individual's unique background and needs. The PCC also emphasizes prevention through outreach and consultation focused on the development of the skills and self-awareness needed to excel in a challenging educational environment.

The PCC's psychologists, licensed counselors, and psychiatric medical providers are available to any Vanderbilt student and address a range of student needs including stress management, crisis intervention, substance abuse counseling, management of medications, individual counseling, group counseling, biofeedback, emergency assessments, and psychiatric assessment and treatment. The PCC provides a team approach to the care of students with eating disorders and students who have experienced trauma as well as students needing both counseling and medication management. There is an on-call provider after hours and on weekends for emergency calls.

The PCC provides screening and full assessment when indicated for ADHD and learning disorders as well as assessment and support for reading and study skills.

A prevention program regarding substance use called BASICS is provided by the PCC. Students who have questions about their level of use may request an assessment through BASICS to learn more about risk related to substance use.

Students are encouraged to make contact with the PCC prior to the start of the school year if they have a history of mental health care needs. This will help facilitate the transition of care and ensure that students are fully aware of PCC resources. Contact the center at (615) 322-2571 for more information.

There is no charge for services with the exceptions of reduced fees for LD/ADHD screening and assessment. Over the course of a year, approximately 20 percent of the Vanderbilt student population will seek out the services of the PCC.

Throughout the year, the PCC outreach coordinator and other PCC staff also produce presentations, including educational programs, thematic presentations, and special events, focused on education of the Vanderbilt community about mental health issues and resources. The PCC is proud to provide a program focusing on suicide prevention and mental health awareness at Vanderbilt called MAPS: Mental Health Awareness and the Prevention of Suicide.

For more information, visit [medschool.vanderbilt.edu/ppc](http://medschool.vanderbilt.edu/ppc).

### Project Safe Center

The Project Safe Center (PSC) partners with students, faculty, and staff to create a campus culture that rejects sexual misconduct and sexual violence, and serves as a resource for all members of the Vanderbilt community. Operating under the auspices of the Office of the Dean of Students, the center is charged with supporting survivors of sexual violence and engaging the campus community in bystander intervention efforts and sexual assault prevention.

The Green Dot Campaign, a bystander intervention program used on the campuses of colleges and universities nationwide, and Vanderbilt University's Personal Empowerment Through Self Awareness (VU PETSA), an online education module addressing the issue of power-based violence, are available through the PSC. A 24/7 resource and support hotline is also available through the center at (615) 322-SAFE (7233).

The Project Safe Center located at 304 West Side Row is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, call (615) 322-6400 or visit [vanderbilt.edu/projectsafe](http://vanderbilt.edu/projectsafe).

## Student Health Center

The Student Health Center provides primary care services for students and is staffed by physicians, nurse practitioners, nurses, and a lab technician. The Student Health Center provides services similar to those provided in a private physician's office or HMO, including routine medical care, specialty care (e.g. nutrition and sports medicine), and some routine lab tests. Most of the services students receive at the Student Health Center are pre-paid, but those services that are not are the responsibility of students to coordinate with their health insurance.

When the university is in session, during fall and spring semesters, the Student Health Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m., and Saturdays from 8:30 a.m. to noon. Students should call ahead to schedule an appointment at (615) 322-2427. Students with urgent problems will be seen on a same-day basis. They will be given an appointment that day, or "worked in" on a first-come, first-served basis if no appointments are available.

Emergency consultations services (at (615) 322-2427) are available 24 hours a day, 7 days a week from on-call professionals. For more detailed information on the services available at the Student Health Center and information on other health-related topics, please visit the Student Health Center website at [medschool.vanderbilt.edu/student-health](http://medschool.vanderbilt.edu/student-health).

### Immunization Requirements

The State of Tennessee requires certain immunizations for all students on university campuses. As such, Vanderbilt University will block student registration for those who are not in compliance with the requirements.

The requirements include:

1. *Varicella vaccine (two injections)* is required for all students who have not had documented chickenpox. 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. For more information regarding this waiver, please call the director's assistant at (615) 322-2254 or email [studenthealth@vanderbilt.edu](mailto:studenthealth@vanderbilt.edu).
2. *Measles, mumps, and rubella (2 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. For more information regarding this waiver, please call the director's assistant at (615) 322-2254 or email [studenthealth@vanderbilt.edu](mailto:studenthealth@vanderbilt.edu).

The Student Health Center requires 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 by June 1 with vaccination information.

Students should go to [medschool.vanderbilt.edu/student-health/immunization-requirements](http://medschool.vanderbilt.edu/student-health/immunization-requirements) in order to access more information regarding the immunization requirements. This site also contains links to the PDFs of the required forms.

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 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 online at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt) or [medschool.vanderbilt.edu/student-health/student-health-insurance](http://medschool.vanderbilt.edu/student-health/student-health-insurance)

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 complete an online waiver process at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt). 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 2. The online waiver process indicating comparable coverage **must be completed every year by August 1** in order to waive participation in and the premium for the Student Injury and Sickness Insurance Plan.

*Family Coverage:* Students who want to obtain coverage for their families (spouse, children, or domestic partner) may do so at [gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt). Additional premiums are charged for family health insurance coverage and cannot be put on a student's VU account.

### 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 ([gallagherstudent.com/vanderbilt](http://gallagherstudent.com/vanderbilt)) 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.

### 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; [vanderbilt.edu/ead](http://vanderbilt.edu/ead).

### Student Records (Family Educational Rights and Privacy Act)

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

1. 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.

2. 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.

3. 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 or 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.
- Disclosure to parents if the student is a dependent for tax purposes.
- Disclosure 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.
- Disclosure to a parent or legal guardian of a student, information 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 21 at the time of the disclosure to the parent/guardian.

FERPA 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, 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 information that would not generally be considered harmful or an invasion of privacy if disclosed. Any 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 as required by statute.

The request for nondisclosure does not apply to class rosters in online class management applications, or to residential rosters—or rosters of groups a student may join voluntarily—in online, co-curricular engagement applications, or rosters of other information on the websites of student organizations that a student may join. Neither class rosters in online class management applications, nor residential rosters in online co-curricular engagement applications, are available to the public.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including Social Security Numbers, grades, or other private information—may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without consent, to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the third parties that they authorize to receive PII, but the Authorities need not maintain direct control over the third parties.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent, PII from education records, and may track student participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

If a student believes the University has failed to comply with FERPA, he or she may file a complaint using the Student Complaint and Grievance Procedures as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, students may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

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 General Counsel.

### *Vanderbilt Directory*

Individual listings in the online People Finder Directory consist of the student's full name, school, academic classification,

local phone number, email address, local address, box number, and permanent address.

Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students may choose to make their online People Finder listings available to the general public (i.e., viewable by anyone with access to the Internet), to add additional contact information such as cell phone, pager, and fax numbers, or to block 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 logging in to YES (Your Enrollment Services) <https://yes.vanderbilt.edu> and clicking on the Address Change link.

### **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 and quality early childhood education and care to the children of faculty, staff, and students. The center's website at [childandfamilycenter.vanderbilt.edu](http://childandfamilycenter.vanderbilt.edu) provides information concerning child care, elder care, summer camps, tutoring services, and school-age child care. Parents in a Pinch and the Vanderbilt Sitter Service provide back-up care options for dependents of all ages and evening, night, and weekend care.

The Child Care Center serves children ages six weeks through five years. Applications for the waiting list may be downloaded from the website. The Family Center offers a monthly lunchtime series, Boomers, Elders, and More, and a caregiver support group.

### **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 ([police.vanderbilt.edu](http://police.vanderbilt.edu)).

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 University Medical Center, Vanderbilt Health at One Hundred Oaks, and a variety of university-owned facilities throughout the Davidson County area.

The Police Department includes a staff of more than one hundred people, organized into four bureaus: Office of the Chief, Administrative Services, Support Services, and Patrol (Main Campus and Medical Center). All of Vanderbilt's commissioned police officers have completed officer training at a state-certified police academy and are required to complete on-the-job training as well as attend annual in-service training. Vanderbilt police officers hold Special Police Commissions and 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. When a Vanderbilt student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. The department also employs non-academy-trained officers called community service officers (commonly referred to as CSOs) who lend assistance 24/7 to the

Vanderbilt community through services that include providing walking escorts, providing jump starts, and unlocking cars. For non-emergency assistance from a community service officer, dial (615) 322-2745 (2-2745 from an on-campus extension).

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. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone, and to set up text message alerts to let them know when a van will be arriving at their stop.

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. For complete information about the Vandy Vans service, including routes, stops, and times, please visit [vandyvans.com](http://vandyvans.com) or call (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 (615) 421-8888, or 1-8888 from a campus phone, after which, a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

**Emergency Phones**—Emergency telephones (Blue Light Phones) are located throughout the university campus, medical center, and 100 Oaks.

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 activated by dialing 911 from any campus phone. Cell phone users can dial (615) 421-1911 to summon an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. Callers should be prepared to state the location from which they are calling.

**Security Notices**—In compliance with the U.S. Department of Higher Education and the Jeanne Clery Act, Security Notices are issued to provide timely warning information concerning a potentially dangerous situation on or near Vanderbilt University. This information is provided to empower our students and employees with the information necessary to make decisions or take appropriate actions concerning their own personal safety. Security Notices are distributed throughout Vanderbilt to make community members aware of significant crimes that occur at the university. They are distributed through Vanderbilt email lists and through the department's webpage, [police.vanderbilt.edu/crime-info/crime-alerts](http://police.vanderbilt.edu/crime-info/crime-alerts).

**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.

VUPD provides additional services including property registration (for bikes, laptops, etc.), lost and found, weapons safe-keeping, and Submit a Crime Tip. 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).

*Annual Security Report*—The *Vanderbilt University Annual Security Report* is published each year to provide you with information on security-related services offered by the university and campus crime statistics 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.

This booklet is prepared with information provided by the Nashville Metropolitan Police Department, the Department of Student Athletics, Office of the Dean of Students, the Office of Housing and Residential Education, and the Vanderbilt University Police Department. It summarizes university programs, policies, and procedures designed to enhance personal safety for everyone at Vanderbilt.

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. This report may also be obtained on the website at [police.vanderbilt.edu/annual-security-report](http://police.vanderbilt.edu/annual-security-report).

## Extracurricular Activities

### Student Centers

A variety of facilities, programs, and activities are provided in four separate student center locations—Alumni Hall, Kissam Center, Sarratt Student Center|Rand Hall, and the Student Life Center.

Sarratt Student Center|Rand Hall is the main student center hub, housing a 300-seat cinema, art gallery, art studios, multicultural space, rehearsal rooms, large lounge spaces, large and small meeting spaces, and a courtyard. The facility is also home to Vanderbilt Student Communications, radio station, TV station, Last Drop Coffee Shop, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, campus store, student-operated businesses, the Anchor (student organization space), a multipurpose venue, meeting and seminar rooms, plus large, open lounge space. Some of the offices located in Sarratt Student Center|Rand Hall include the Dean of Students, Greek Life, Leadership, and the Office of Active Citizenship and Service. Also included in this facility is a Ticketmaster™ outlet.

The Vanderbilt Student Life Center 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|Rand Hall. The Student Life Center has more than 18,000 square feet of event and meeting space, including the 9,000-square-foot Commodore Ballroom, which is one of the most popular spaces to have events on campus. The center is also home to the Center for Student Professional Development, International Student and Scholar Services, Global Education Office, and Vanderbilt International Office.

Alumni Hall is a recent addition to the Vanderbilt student centers family, although it was actually the original student center on campus when the building opened in 1925. Re-opened in fall 2013 after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the newly renovated Alumni Hall, students now have access to an exercise room as well as several new meeting and event spaces and a new dining option known as Bamboo Bistro. Offices in the building include the Tutoring Center, Writing Studio, and the new Vanderbilt Institute of Digital Learning.

Opening in fall 2014, Kissam Center will be the fourth student center, located near the new Warren College and Moore College residential living-learning communities. A completely new facility, Kissam Center will be home to more meeting and event spaces as well as another dining option for students on campus.

### 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 lifeguarding/CPR/first aid, along with rock climbing and kayaking. Forty-five 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 two softball diamonds. The three lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Vanderbilt Recreation and Wellness Center is 289,000 square feet and houses a 36 meter x 25 yard swimming pool; four courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a four-lane bowling alley; more than 14,000 square feet of weight/fitness room space; a wood-floor activity room; a rock-climbing wall; a mat room; seven multipurpose rooms; locker rooms; and a wellness center. The field house includes a 120 yard turf field surrounded by a 300 meter indoor track. An outside sand volleyball court and an Outdoor Recreation facility complement the VRWC. The facility is available for varsity teams, intramural sports, club sports, and informal recreation.

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



# 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
Clinical Psychological Assessment	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
Independent School Leadership	M.Ed.	Leadership, Policy, and Organizations
International Education Policy and 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
Quantitative Methods	M.Ed.	Psychology and Human Development
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 graduate-level 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.

A student is initially eligible to sit for the examination following completion of the first twelve scheduled classes.

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.

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.

### *Ed.D. Capstone Experience*

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.

## 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 Learning Sciences and Learning Environment Design	Ph.D. 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 ([peabody.vanderbilt.edu](http://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 (learning disabilities, behavior disorders) 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 [peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php).

## 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 \$42 fee and be fingerprinted in Tennessee by L-1 Identity Solutions, 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 a Background Clearance Consent Form to notify the Background Clearance Officer if an infraction occurs at any time during enrollment in the program. Visit [peabody.vanderbilt.edu/admin-offices/bco/index.php](http://peabody.vanderbilt.edu/admin-offices/bco/index.php) 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 liberal arts undergraduate study, an audit will be done on the undergraduate transcript no later than the first two weeks after matriculation. 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 [peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php). The audits may be completed 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. If deficiencies are noted, additional course work may be required as determined by the student's education faculty adviser or program director.

## 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 [2]
EDUC 3417.	Theory/Practice of Writing in Elementary Grades [2]
ENED 3000.	Teaching Literature in Elementary Classrooms [3]
EDUC 3418.	Teaching for Diverse Learners [2]

#### *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 3250.	Introduction to Arts Education [2]
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#### *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]
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TOTAL: 44 hours

### *Secondary Education (Grades 7–12 endorsement) 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 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 3900.	Introduction to Mathematical Literacies [3]
SCED 3900.	Introduction to Scientific Literacies [3]
SSED 3900.	Introduction to Social Science Literacies [3]

*Plus one of:*

A course in Learning and Design

*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]

*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: 32 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 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]*

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

*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 3920. 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: 38-39 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, depending on the program. Documentation of first aid and CPR training must be submitted to the Office of Teacher Licensure prior to the Screening II deadline. **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 [peabody.vanderbilt.edu/admin-offices/teacher-licensure/licensure\\_for\\_undergraduate\\_students/screening.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/licensure_for_undergraduate_students/screening.php). 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 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 [peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php). 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 [ets.org/praxis](http://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 schools and must be recommended for licensure by the supervisors of student teaching and departmental faculty. 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 [peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php) for details. Student teaching/internships are evaluated by the classroom teachers, 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 initiated by the student and must be approved by the instructor. 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 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 Peabody Office of Academic Services 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 6 hours.

## 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.

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 Vanderbilt University institutional code is 1871.

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 online application process may be initiated at the Peabody College website ([peabody.vanderbilt.edu](http://peabody.vanderbilt.edu)).

## 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 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 Address

Application materials for all Peabody programs should be sent to:

Peabody Graduate Admissions  
CDM  
PMB 407833  
2301 Vanderbilt Place  
Vanderbilt University  
Nashville, Tennessee 37240-7833  
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) 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.

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: International Student Assessment and Course Requirements.* As part of our commitment to supporting international students, Peabody College works closely with the Vanderbilt English Language Center (ELC) to ensure strong proficiency in academic writing and oral communication within the contexts of Peabody courses. All incoming Peabody students who are non-U.S. citizens are required to take an English language and U.S. Educational System assessment before or during the first week of classes. The results of the assessment will determine the student's proficiency in order to best meet her/his individual needs in the U.S. Education Concepts and Communication course. This required course includes high-level language instruction and exposes students to the components of the U.S. educational system, individual education concepts, and expectations at Peabody College. The ELC offers a wide variety of additional courses and workshops for Vanderbilt University students, scholars, faculty, and staff at little or no cost. Students may take courses through the ELC in addition to U.S. Education Concepts and Communication; however, other courses will not fulfill this academic requirement. Learn more about the offerings available at the ELC.

*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 Vanderbilt University institutional code is 1871. 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 [vanderbilt.edu/iss](http://vanderbilt.edu/iss)).

# Financial Information

Tuition for professional students at Peabody College for the academic year 2014/2015 is \$1,421 per hour.

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 (2014/2015)

Application ( <i>hard copy only; fee waived for online application</i> )	\$ 40
Student health insurance	2,539
Student activities and recreation fees (estimate)	422
Thesis binding (per copy)	25
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 13 for the fall semester and January 2 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 2014 Withdrawal/Refund Schedule

Week 1	August 20–August 27	100%
Week 2	August 28–September 3	90%
Week 3	September 4–September 10	85%
Week 4	September 11–September 17	80%
Week 5	September 18–September 24	75%
Week 6	September 25–October 1	65%
Week 7	October 2–October 8	60%
Week 8	October 9–October 15	50%
Week 9	October 16–October 22	45%
Week 10	October 23–October 29	40%


No refund after October 29, 2014

### Spring 2015 Withdrawal/Refund Schedule

Week 1	January 5–January 12	100%
Week 2	January 13–January 19	90%
Week 3	January 20–January 26	85%

Week 4	January 27–February 2	80%
Week 5	February 3–February 9	75%
Week 6	February 10–February 16	65%
Week 7	February 17–February 23	60%
Week 8	February 24–March 11	50%
Week 9	March 12–March 18	45%
Week 10	March 19–March 20	40%

No refund after March 20, 2015

For the summer 2015 withdrawal/refund schedule, please see <https://finance.vanderbilt.edu/stuaccts/withdrawal-schedule> 

## 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 [vanderbilt.edu/stuaccts](http://vanderbilt.edu/stuaccts).

## 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 Aid

Awards are made annually by departments; all applicants are considered for financial aid upon submitting their applications to the college. Peabody also offers a handful of endowed awards that require an additional application. These awards can be found online at [vanderbi.lt/financialaidinfo](http://vanderbi.lt/financialaidinfo). Award criteria vary with the department making the award, but, generally, prior academic endeavors and indications of professional promise are emphasized.

Peabody College sponsors several substantial scholarship programs with offerings that range from partial to full tuition. In addition, assistantships, traineeships, loans, and part-time employment are available. Most employment opportunities are dispersed through the department upon acceptance. These opportunities will vary based on course schedule and program of study.

Students receiving merit-based aid from Peabody College will be notified electronically. There may be aid available for students who apply later than the priority deadline, but we advise submitting your application as soon as possible. Ph.D. applicants seeking university and Peabody College honor awards must complete the application process by February 1.

All admitted Ph.D students receive funding for up to five years of study, customized by their programs. Those invited to join us will receive a financial package which includes full tuition, a monthly stipend competitive with any college of education in the nation, and health insurance. Based upon presented qualifications, Peabody will nominate select students for additional honor scholarships and fellowships awarded by both Peabody College and the Graduate School. These merit-based awards supplement the baseline college award.

If you have any additional questions you may contact our office at [peabody.financialaid@vanderbilt.edu](mailto:peabody.financialaid@vanderbilt.edu).

## 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.

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.

# 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

EDP	Educational Policy
EDUC	Education
EHL P	Education and Higher Education Leadership and Policy
ELP	Educational Leadership and Policy
ENED	English Education
FLED	Foreign Language Education
HDC	Human Development Counseling
HEA	Higher Education Administration
HLP	Higher Education Leadership and Policy
HMED	Humanities Education
HOD	Human and Organizational Development
IEPM	International Education and Policy
ISL	Independent School Leadership
LOP	Leadership and Organizational Performance
LPO	Leadership, Policy, and Organizations
MTED	Mathematics Education
PSY-PC	Psychology and Human Development
SCED	Science Education
SPED	Special Education
SSED	Social Studies Education

## Human and Organizational Development

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ASSISTANT PROFESSORS OF THE PRACTICE Gina L. Frieden, Leigh Z.

Gilchrist, Heather L. Smith, Sarah V. Suiter, Andrew J. Van Schaack

LECTURERS Susan K. Friedman, Allison P. McGuire, 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  
 Clinical Mental Health Counseling  
 School Counseling

Courses offered in the Department of Human and Organizational Development are listed beginning on page 47.

## 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 AND ACTION CORE 15 hours—All required

HOD 3000 Master's ProSeminar: Becoming a Change Agent [3]

HOD 3100 Community Inquiry [3]

HOD 3960 Special Topic: Community Development Theory [3]

HOD 3850 Pre-Practicum for Community Development and Action [3]

HOD 3650 Theories of Inequality, Diversity, and Social Justice

or

HOD 3680 Diverse Populations

CDA CORE THEORY COURSES 6 hours—Required

Examples of theory courses include:

HOD 3200 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]

CDA CORE SKILL COURSES 6 hours—Required

Examples of skill courses include:

HOD 3300 Program Evaluation [3]

HOD 3610 Development Project Design and Evaluation [3]

HOD 3620 Action Research [3]

HOD 3960 Special Topic: Not-for-Profit Management [3]

HOD 3960 Special Topic: Group Process and Development [3]

ELECTIVES 3 hours

Selection of elective courses made in consultation with program adviser

TOTAL MINIMUM HOURS: 30 hours

#### Specialization in Poverty and Intervention

This fifteen hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in Community Development and Action, Child Studies, Learning and Instruction, or Learning, Diversity, and Urban Studies.

REQUIRED COURSES 15 hours

EDUC 3470 Language, Education and Diversity [3]

EDUC 3720 Development in Context: The Effects of Poverty [3]

HOD 3520 Human Development and Preventative Intervention [3]

PSY-GS 353 Advanced Seminar: Educational Cognitive Neuroscience [3]

Research Methods Course (applicable to student's concentration) [3]

### 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 two tracks: clinical mental health counseling or school counseling K–12.

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, and school counseling requires 48 total minimum hours.

#### Accreditation

The clinical mental health counseling program and school counseling program are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The accreditation runs through October 31, 2015.

The school counseling program is also accredited as part of the institutional accreditation awarded by the National Council for the Accreditation of Teacher Education (NCATE). The school counseling track leads directly to licensure as a school counselor in Tennessee by meeting all of the requirements established by the Tennessee State Department of Education.

#### 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 into the CACREP eight common core curriculum areas required of all students in the program. Students have courses and experience in each of the following eight areas:

*I. Professional Orientation and Ethical Practice:* Explains the origins and development of the counseling profession. Describes professional roles, functions, and relationships for counselors within communities, and includes discussion of self-care, supervision, professional organizations, credentialing, advocacy, social justice, ethical concerns, and legal considerations in professional counseling.

*II. Social and Cultural Diversity:* Provides a context for relationships, issues, and trends in a multicultural and diverse society. Relates 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, and groups. Explains theories of multicultural counseling, self-awareness, advocacy and conflict resolution.

*III. Human Growth and Development:* Provides a broad understanding of the needs and tasks confronting individuals at all developmental levels. Emphasis is on human behavior, personality and learning theory, stage development, and the constructivist view of human development. Offers a view of the effects of extraordinary circumstances on an individual or group, and theories for facilitating wellness.

*IV. Career Development:* Covers career choice theory, occupational trends, vocational guidance, issues related to career and professional identity, and interrelationships among life roles. Explores the implications of counseling and service delivery for persons with disabilities, for women, for the elderly, and for minority groups.

*V. Helping Relationship:* Includes (a) philosophic and epistemological foundations of the helping relationship; and (b) counseling theory, supervised practice, and application. Provides an understanding of the counseling process in a multicultural society, orientation to wellness and prevention, crisis intervention strategies, and counselor characteristics and skills influencing the helping process. Aids in developing a personal model of counseling.

*VI. Group Work:* Provides theory and dynamics of groups and human service organizations. Topics include group and organizational theory and leadership skills. Students participate in direct group experience and analyze contemporary issues facing counselors.

*VII. Assessment:* Provides overall understanding, historical perspectives, basic techniques, statistical concepts and theories of reliability and validity related to assessment. Describes 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.

*VIII. Research and Program Evaluation:* Provides an understanding of the importance and application of research and methods within analysis and assessment. Covers statistics, field studies, research design, ethical and cultural issues in research, program evaluation, and the development of research and evaluation proposals.

## Human Development Counseling Tracks

*Clinical Mental Health Counseling, School Counseling*

### 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 counselor education or counseling psychology.

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 51 semester hours of required courses and an additional nine 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. 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. Career Counseling [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 12 hours

HDC 3460. Special Topic: Diagnosis and Treatment Using the DSM [3]

HDC 3800. Foundations of Clinical Mental Health Counseling [3]

HDC 3400. Marriage and Family Counseling [3]

HDC 3500. Trauma: Impact and Intervention [3]

SCHOOL COUNSELING TRACK 6 hours

HDC 3871. Exceptional Education and the DSM for School Counselors [3]

HDC 3340. Foundations of Professional School Counseling and Guidance [3]

ELECTIVES

CLINICAL MENTAL HEALTH COUNSELING TRACK 9 hours

SCHOOL COUNSELING TRACK 6 hours

HDC 3400. Marriage and Family Counseling [3]

HDC 3420. Theories and Techniques of Counseling with Children and Adolescents [3]

HDC 3520. Diagnosis and Treatment Using the DSM [3]

HDC 3500. Trauma: Impact and Intervention [3]

HDC 3490. Advanced Seminar in Counseling [1-3]

HDC 3550. Developmental Approach to Personal Loss and Grief [3]

HDC 3460. Special Topic: Cognitive Behavior Therapy [3]

TOTAL MINIMUM HOURS:

48 hours (School Counseling Track)

60 hours (Clinical Mental Health Counseling Track)

## 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  
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 PROFESSORS EMERITI R. Wilburn Clouse, James W. Guthrie  
 PROFESSORS John M. Braxton, Robert L. Crowson, Jr., John Geer, Ellen B. Goldring, Gary T. Henry, Stephen P. Heyneman, Joseph Murphy, Bruce Oppenheimer, David Williams  
 PROFESSOR OF THE PRACTICE EMERITA Janet Eylar  
 ASSOCIATE PROFESSORS Robert Dale Ballou, Mark D. Cannon, William R. Doyle, Stella M. Flores, Christopher P. Loss, Thomas M. Smith, Claire E. Smrekar, Ron W. Zimmer  
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 RESEARCH ASSISTANT PROFESSOR Patrick J. Schuermann  
 ASSISTANT PROFESSORS OF THE PRACTICE Xiu Chen Cravens, Brian L. Heuser, David Laird, Catherine Gavin Loss, David D. Mohning, Dayle A. Savage, Steven H. Smartt  
 LECTURERS Mark Bandas, Corbette Doyle, Rachel Robinson, 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 Leadership and Policy (Ed.D.)  
 Higher Education Administration (M.Ed.)  
 International Education Policy and Management (M.Ed.)

Leadership and Organizational Performance (M.Ed.)  
 Public Policy in Education (M.P.P.)

Courses offered in the Department of Leadership, Policy, and Organizations are listed beginning on page 49.

## Doctoral Level Professional Programs

### 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 each class meets 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

EHLP 3110. Advanced Leadership Theory and Behavior [3]  
 EHLP 3120. Advanced Learning and Performance in Organizations [3]

##### Fall 1

EHLP 3130. Advanced Organizational Theory and Behavior [3]  
 ELP 3150. Instructional Leadership [3]

##### Spring 1

EHLP 3800. Decision Analysis I—Logic of Systematic Inquiry [3]  
 EHLP 3140. Social Context of Education [3]

#### Year 2

##### Summer 2

EHLP 3810. Decision Analysis II—Quantitative [3]  
 ELP 3210. Resource Allocation and Deployment [3]

##### Fall 2

EHLP 3820. Decision Analysis III—Qualitative [3]  
 ELP 3220. Educational Accountability and Student Assessment [3]

##### Spring 2

ELP 3230. Politics and Governance in Education [3]  
 ELP 3240. K-12 Education Law [3]

#### Year 3

##### Summer 3

EHLP 3830. Decision Analysis IV—Program Analysis and Policy Evaluation [3]  
 ELP 3330. Teachers and Teaching [3]

##### Fall 3

EHLP 3320. International Issues in Education Policy [3]  
 EHLP 3900. Capstone Experience [3]

##### Spring 3

ELP 3500. Diverse Learners and At-Risk Students [3]  
 EHLP 3900. Capstone Experience [3]

Thirty hours of applicable graduate 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

EHLP 3110. Advanced Leadership Theory and Behavior [3]  
EHLP 3120. Advanced Learning and Performance in Organizations [3]

##### Fall 1

EHLP 3130. Advanced Organizational Theory and Behavior [3]  
HLP 3150. The Academic Profession [3]

##### Spring 1

EHLP 3800. Decision Analysis I—Logic of Systematic Inquiry [3]  
EHLP 3140. Social Context of Education [3]

#### Year 2

##### Summer 2

EHLP 3810. Decision Analysis II—Quantitative Research [3]  
HLP 3210. Advanced College and University Management [3]

##### Fall 2

EHLP 3820. Decision Analysis III—Qualitative Research [3]  
HLP 3220. Public Policy and Higher Education [3]

##### Spring 2

HLP 3230. Advanced Nature and Function of Higher Education [3]  
HLP 3240. The College Student: Advanced [3]

#### Year 3

##### Summer 3

HLP 3310. College and University Finance [3]  
EHLP 3830. Decision Analysis IV—Education Policy and Program Evaluation [3]

##### Fall 3

EHLP 3320. International Issues in Education Policy [3]  
EHLP 3900. Capstone Experience [3]

##### Spring 3

HLP 3500. Special Topics: Issues in Higher Education [3]  
EHLP 3900. Capstone Experience [3]

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

## Master's Level Professional Programs

### Higher Education Administration (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.

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

HEA 3100. College and University Management [3]  
HEA 3110. Nature and Function of Higher Education [3]

METHODS 6 hours

LPO 3800. Research Design and Data Analysis I (required)  
LPO 3810. Research Design and Data Analysis II (recommended, although another methods course may be substituted in consultation with adviser)

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.

PRACTICUM 3 hours

HEA 3700. 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

HEA 3121. The College Student [3]  
HEA 3500. Financial Aid, Admissions, and Access [3]  
HEA 3131. 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:

- EDP 3110. Politics of Policymaking [3]
- EDP 3500. Special Topic: Education Policy and Program Evaluation [3]
- HEA 3150. Postsecondary Access [3]
- HEA 3151. College and University Finance [3]
- HEA 3500. Special Topic: 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 five courses:

- IEPM 3110. International Organizations and Economic Development [3]
- IEPM 3130. Comparative Issues in Higher Education [3]
- IEPM 3140. Education and Economic Development [3]
- IEPM 3200. Educ Asia-Pacific: Development, Reform, and Innovation [3]
- LOP 3270. 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**

- HEA 3120. College Student Personnel Services [3]
- HEA 3121. The College Student [3]
- HEA 3122. Theories of College Student Development [3]

**Master of Education Program in Independent School Leadership**

The Independent School Leadership program is a 15-month program of advanced study for leaders of independent K-12 schools to foster understanding of the complex educational, political, social, fiscal and moral dimensions of independent schools. Students explore and master the multiple domains of expertise needed to effectively lead a school community in an experiential program of study and practice that is purposefully designed for the realities of independent school leadership. This 30-hour program includes intensive course work over two consecutive summers (completed in residence on the Peabody campus) combined with school-based research and practice during the intervening academic year.

**Degree Requirements****YEAR 1—SUMMER 12 hours**

- ISL 3110. Teachers, Leaders and Learning in Independent Schools [3.5]
- ISL 3120. Admissions and Financial Aid in Independent Schools [1.5]
- ISL 3130. Governance, Finance, and Organizational Dynamics in Independent Schools [2.5]
- ISL 3140. Institutional Advancement in Independent Schools [2]
- ISL 3150. Systematic Inquiry in Independent Schools [2.5]

**YEAR 1—FALL 3 hours**

- ISL 3160. Site-based Action Research in Independent Schools [3]

**YEAR 1—SPRING [3]**

- ISL 3170. Site-based Action Research in Independent Schools [3]

**YEAR 2—SUMMER [12]****International Education Policy and Management (M.Ed.)**

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. Students may earn certificates in Latin American Studies, Asian Studies, or Global Health by completing additional requirements in these centers. 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**

- IEPM 3110. International Organizations and Economic Development [3]
  - IEPM 3120. International Issues in K-12 Education [3]
  - IEPM 3130. Comparative Issues in Higher Education [3]
  - IEPM 3140. Education and Economic Development [3]
- METHODS 6 hours**
- LPO 3800. Research Design and Data Analysis I [3]
  - LPO 3810. Research Design and Data Analysis II [3]
- Other choices made in consultation with program adviser.

**PRACTICUM 6 hours**

- IEPM 3700. Practicum in Education [1-3]

**ELECTIVES 12 hours**

- EDP 3110. Politics of Policymaking [3]
- EDP 3140. Economics of Education/Education Policy [3]
- EDP 3500. Special Topic: Urban Education and Social Policy
- EDP 3500. Special Topic: Education Policy in Developing Countries [3]
- EDP 3500. Special Topic: Education Policy and Program Evaluation [3]
- ELP 3210. Resource Allocation and Deployment [3]
- ELP 3220. Educational Accountability and Student Assessment [3]
- ELP 3230. Politics and Governance in Education [3]
- HEA 3100. College and University Management [3]
- HEA 3151. College and University Finance [3]
- HEA 3500. Special Topic: Financial Aid, Admissions, and Access [3]
- IEPM 3200. Educ Asia-Pacific: Development, Reform, and Innovation [3]
- IEPM 3500. Special Topic: Organizations and Social Cohesion [3]
- LOP 3130. Strategy and Analytics I
- LOP 3140. Strategy and Analytics II
- LOP 3270. Leading Globally Diverse Organizations [3]
- LPO 3200. Grants, Policy, and Administration [3]

TOTAL MINIMUM HOURS: 36 hours

## Master of Public Health/Master of Education in International Education Policy and Management Combined Program (M.P.H./M.Ed.)

Students with dual interests in public health and international education policy may apply to the M.P.H./M.Ed. joint degree program. Available through Vanderbilt University School of Medicine and Peabody College, the joint degree can be obtained in eight semesters. Candidates for admission must apply and be accepted separately to each program.

## Leadership and Organizational Performance (M.Ed.)

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 a capstone project.

### Degree Requirements

LEADERSHIP AND ORGANIZATIONAL PERFORMANCE CORE 15 hours

LOP 3110. Organizational Theory and Behavior [3]  
 LOP 3120. Learning Organizations [3]  
 LOP 3130. Strategy and Analytics I [3]  
 LOP 3140. Strategy and Analytics II [3]  
 LOP 3150. Evaluation of Organizational Performance [3]

INTERNSHIP/CAPSTONE 3 hours

LOP 3720. Internship in Leadership and Organizational Performance [0]  
 LOP 3500. Capstone Project [3]

ELECTIVES 18 hours

LOP 3200. Learning and Performance in Organizations [3]  
 LOP 3210. Design of Human Resource Development Programs [3]  
 LOP 3220. Consultation Skills [3]  
 LOP 3230. Organizational Development [3]  
 LOP 3240. Leading and Facilitating Groups [3]  
 LOP 3250. Human Resource Planning and Business Processes [3]  
 LOP 3260. Executive Coaching [3]  
 LOP 3270. Leading Globally Diverse Organizations [3]  
 LOP 3280. Organizational and Corporate Communication [3]  
 EDP 3150. Public Leadership [3]  
 LPO 3200. Grants, Policy, and Administration [3]

TOTAL MINIMUM HOURS: 36 hours

## Public Policy in Education (M.P.P.)

The Master of Public Policy in Education program is a two-year professional course of study leading to the master of public policy (M.P.P.). The M.P.P. program offers three areas of concentration:

- K-12 Policy
- Higher Education Policy
- Quantitative Methods in Education Policy

The 36-hour, multidisciplinary M.P.P. program introduces students to public and educational policy making through a policy core, data analysis sequence, and a specialty concentration in K-12 policy, higher education policy, or quantitative research methods. All M.P.P. students complete a field-based practicum experience to apply the content knowledge and analytical skills derived from M.P.P. course work to professionally based policy work. A policy paper to be approved by the M.P.P. faculty completes the practicum experience.

### Degree Requirements

POLICY CORE 12 hours

Select four of the following courses:

EDP 3110. Politics of Policymaking [3]  
 EDP 3120. Education Policy and School Reform [3]  
 EDP 3130. American Education History and Policy [3]  
 EDP 3140. Economics of Education [3]  
 EDP 3150. Public Leadership [3]

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

HEA 3110. Nature and Function of Higher Education [3]  
 HEA 3150. Postsecondary Access [3]

METHODS 9 hours

LPO 3800. Research Design and Data Analysis I [3]  
 LPO 3810. 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

EDP 3500. Urban Policy and Implementation [3]  
 ELP 3150. International K-12 Reform [3]  
 ELP 3210. Resource Allocation and Deployment [3]  
 ELP 3220. Educational Accountability and Assessment [3]  
 ELP 3320. K-12 Education Law [3]  
 HEA 3100. College and University Management [3]  
 HEA 3151. College and University Finance [3]  
 HLP 3220. Public Policy and Higher Education [3]  
 IEPM 3130. Comparative Issues in Higher Education [3]  
 IEPM 3140. Education and Economic Development [3]  
 LPO 3200. Grants Policy and Administration [3]

PRACTICUM 3 hours

EDP 3700. Practicum in Education Policy [3]

TOTAL MINIMUM HOURS: 36 hours

### Quantitative Methods in Education Policy Concentration

Peabody College offers a 36-hour M.P.P. program with a concentration in quantitative research methods. Students pursuing this course of study will take the core content areas of the M.P.P. in conjunction with a specially designed set of rigorous methods courses to develop skills in statistical analysis, causal inference, and data management. Students will learn how to apply these skills in educational evaluation and research, and will prepare for a range of professional careers in school district central offices, government agencies, and professional research organizations.

## 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. 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

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SENIOR LECTURERS Steven McFadyen-Ketchum, Leigh Wadsworth  
LECTURER Nina Martin

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 54.

## 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.

This 36-hour master's program consists of 12–18 hours of core curriculum course work and 18–24 hours of elective course work that are individually tailored to each student's personal interests and professional goals. Our program offers traditional classroom preparation alongside hands-on practicum experiences or research mentorships, which are integrated into the program of studies.

All students choose to complete one of two tracks: the Applied Professional Track or the Empirical Research Track. Both program options require that students become skilled in integrating current child development research and theory with effective practice in academic or professional settings. Required courses focus on applied child development, developmental theory, and research methodology. Within each track, there are additional areas of concentration including, but not limited to, pediatric health care, developmental disabilities and early intervention services, early childhood, child advocacy and public policy, youth development, poverty and interventions, and arts and media. This degree culminates in a capstone project exam that reflects the unique set of academic and professional experiences which comprise the students' program of studies.

The core child studies curriculum (12 hours) for students in the Applied Professional Track 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

The core child studies curriculum (18 hours) for students in the Empirical Research Track includes the following:

PSY 3600. Applied Child Studies [3]

PSY 3610. Advanced Applied Child Studies [3]

PSY 3900. Child Development Research Lab Placement [6]

PSY 303. Developmental Research Methods [3]

PSY 309. Introduction to Statistical Inference or PSY 310: Statistical Inference [3]

Twelve credit hours in the program of studies of students in both program tracks must include:

Two advanced courses in Developmental Theory and Content [6]

Two advanced courses in Research Methodology or Statistics [6]

The remaining credit hours 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 concentration.

### Specialization in Poverty and Intervention

This fifteen hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in Community Development and Action, Child Studies, Learning and Instruction, or Learning, Diversity, and Urban Studies.

REQUIRED COURSES 15 hours

EDUC 3470 Language, Education and Diversity [3]

EDUC 3720 Development in Context: The Effects of Poverty [3]

HOD 3520 Human Development and Preventative Intervention [3]

PSY-GS 353 Advanced Seminar: Educational Cognitive Neuroscience [3]

Research Methods Course (applicable to student's concentration) [3]

## Master of Education Program in Clinical Psychological Assessment

The master of education (M.Ed.) in Clinical Psychological Assessment is designed to train students in the evidence-based practice of clinical psychological assessment with children and adolescents. The two-year (48-hour) graduate program in Clinical Psychological Assessment prepares students to become highly qualified clinicians in the administration and interpretation of assessment of cognitive function, behavior, personality, and psychopathology. Graduates may seek employment in:

- Schools
- Community mental health centers
- Hospitals
- Other health agencies

This training will include a foundation in core areas of psychological science, knowledge and etiology of psychopathology, and professional ethics, and course work and practicum training in psychological assessment. Students will obtain hands-on experience as part of their practicum training, working alongside licensed psychologists who are administering assessments professionally in Nashville as well as the surrounding areas. In addition, a final comprehensive exam will be required instead of a thesis following the completion of all course work and the practicum.

The curriculum and practicum are designed to meet certification requirements for the State of Tennessee's Certified Psychological Assistant (CPA), the current master's level psychology certification. Certified Psychological Assistants in the state of Tennessee can practice under the supervision of a licensed clinical psychologist. There are currently 25 states which license master's-level psychologists, either independently or under continuing supervision. The skills training does not prepare students to practice psychotherapy or counseling at the master's level. However, some students may wish to pursue further practice-oriented doctoral training after completion of the program.

## Degree Requirements

Overall Requirement: 48 hours over two years

Core Clinical Courses (required for all students):

- PSY-GS 301A. Biological Bases of Behavior
- PSY-GS 309. Statistics
- PSY-GS 312. Personality/Behavioral Assessment
- PSY-GS 317. Psychological Measurement
- PSY-GS 340. Psychopathology
- PSY-GS 343. Cognitive Assessment
- PSY-GS 353. Professional Ethics
- PSY-GS 361. Cognitive Development
- PSY-GS 363. Social Development

Elective course in clinical psychology may include:

- PSY-GS 336. Behavioral Pediatrics and Child Health Psychology
- PSY-GS 352. Seminar in Clinical Psychology: Cognitive Therapy for Depression and Related Disorders
- PSY-GS 366. Psychological Interventions with Children
- PSY-GS 396. Psychobiology of Stress and Coping
- PSY-GS 396. Special Topics Seminar in Clinical Psychological Assessment
- PSY-GS 396. Special Topics Seminar in Clinical Psychological Intervention
- PSY-GS 323. Practicum in Psychological Assessment

### Clinical Practicum

Students will complete a clinical practicum during their second year of training, working alongside licensed psychologists in the community. Various clinical assessment experiences are available, allowing students to pursue areas of personal interest.

### Final Comprehensive Exam

This written exam is taken after all of the coursework and practicum work is completed. This exam will cover all of the course work and practicum experiences that students have completed.

## Master of Education Program in Quantitative Methods

The master of education (M.Ed.) in Quantitative Methods is designed to provide students with strong quantitative methods training for applied research settings. Students for whom the new program would have interest and value are those who wish to work in school systems, government, industry, dedicated research institutes, academic settings, medical school research settings, etc.

Students in this 32-hour program take two required core courses in quantitative methods, two required hours of seminar activity, and eight additional courses, of which one may be a content course (i.e., outside the QM area) and one may be a QM course outside of Psychology and Human Development. The program culminates in a summer-long or semester-long internship in which students obtain real-world experience producing data analyses for a public or private organization in the Nashville or broader research community.

## Degree Requirements

Two required QM courses:

- PSY-GS 310 and 311, the two-semester introductory statistics sequence

Required Seminar enrollments:

Students must obtain at least two hours from the regular one-hour QM seminar series, PSY-GS 300



Eight three-hour elective courses:

Of these, one QM course can come from outside the QM program e.g., Biostatistics, or other quantitative methods courses within Peabody. In addition, one course can be a content course from within the Psychology Department (Peabody or A&S). Thus, of the eight electives, six must come from within the Psychology and Human Development QM curriculum (and seven or eight can come from the QM curriculum), including:

PSY-GS 312. Multivariate  
 PSY-GS 313. Regression and Correlation  
 PSY-GS 314. Structural Equation Modeling  
 PSY-GS 317. Psychometric Methods  
 PSY-GS 319. Advanced Topics in SEM  
 PSY-GS 319. Exploratory Data Analysis  
 PSY-GS 319. Non-parametric Statistics  
 PSY-GS 320. Factor Analysis  
 PSY-GS 321. Multi-level Modeling  
 PSY-GS 322. Growth Curve Modeling  
 PSY-GS 323. Mixture Modeling  
 PSY-GS 326. Introduction to IRT  
 PSY-GS 327. Advanced IRT

TOTAL HOURS: 32

Near the end of the two-year program, all M.Ed. students must complete an intensive internship (either a three- or four-month semester internship, or a two-month summer internship). The internship will occur in an applied research setting, such as a school system, a medical school research setting, a testing company, or a policy institute.

A Vanderbilt faculty member and a representative of the organization will collaborate to supervise the internship. Upon completion, the student will write a 2,000–2,500 word research summary (approximately eight to ten double-spaced pages) summarizing research activity during the internship. The summary must indicate research activity on which the student worked, the student's specific contribution, analytic methods employed, software employed, and the products of the research activity. The conclusion to the research summary should critically evaluate the contribution of the internship experience to the student's personal career goals. The summary is submitted to the Vanderbilt QM faculty member supervising the student's internship.

### 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 non-human 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 Donald L. Compton

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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 55.

## 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) high-incidence disabilities (modified) programs (emphasis on mild/moderate disabilities with a learning disabilities or behavior disorders concentration), (b) severe disabilities (comprehensive) programs (emphasis on multiple and severe disabilities), (c) early childhood special education, or (d) vision.

The high-incidence (modified) specialization is designed for those intending to work with children and young adults with learning disabilities, behavior disorders, and mild intellectual disabilities; 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

##### HIGH-INCIDENCE (MODIFIED) 30 hours

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

SPED 3230. Research Methods in Special Education [3]

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

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

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

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

SPED 3840. Instructional Principles and Procedures in Reading 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]

##### SEVERE DISABILITIES (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. Methods of Instruction for Students with Intellectual and Multiple Disabilities [3]

SPED 3311. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities [3]

SPED 3330. Characteristics of Students with Intellectual and Multiple Disabilities [3]

SPED 3350. Advanced Access to General Education and Teaching Functional Academics [3]

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

SPED 3370. Seminar: Current Issues in Autism and Severe Disabilities [3]

##### EARLY CHILDHOOD 24 hours

SPED 3030. Advanced Issues in Family Intervention [3]

SPED 3330. Characteristics of Students with Intellectual and 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. Special Topics: Curriculum Design and Classroom Management in Early Childhood Settings [3]

##### VISION 27 hours

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. Methods of Instruction for Students with Intellectual and Multiple Disabilities [3]

SPED 3330. Characteristics of Students with Intellectual and Multiple Disabilities [3]

SPED 3500. Medical and Educational Implications of Visual Impairments [3]

SPED 3510. Educational Procedures for Students with Visual Impairments [3]

SPED 3530. Advanced Braille [2]

SPED 3540. Communication and Literacy Skills for Students with Visual Impairments [3]

SPED 3550. Orientation and Mobility Skills for Teachers of Students with Visual Impairments [3]

SPED 3580. Advanced Procedures for Students with Visual Impairments [3]

TOTAL MINIMUM HOURS: 30 hours

### Added Endorsement in Gifted Education

In addition, the department offers courses in gifted education that will lead to an endorsement in this area. Courses in gifted education are taken in addition to the requirements in other program areas.

#### GIFTED ADD-ON ENDORSEMENT 15 hours

SPED 3720. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment [3]

SPED 3730. Psychology of the Gifted Learner [3]

SPED 3740. Educating Gifted Students: Adaptations of Curriculum and Instruction [3]

SPED 3750. Organizational Structures and Planning of Gifted Programs [3]

SPED 3760. Practicum in Gifted Education [3]

## 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 *19 hours*  
 SPED 3013. Introduction to Single-Subject Research Methodology [3]  
 SPED 3850. Administering Ethical Behavior Analytic Services [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]  
 SPED 3950. Internship in Special Education [1]

Choose 1 of these elective courses:  
 SPED 3230. Research Methods in Special Education [3]  
 SPED 3300. Methods of Instruction for Students with Severe and Multiple Disabilities [3]  
 SPED 3400. Instruction and Learning in Early Childhood Special Education [3]

BEHAVIOR ANALYSIS INTERNSHIP REQUIREMENTS  
 Students are required to participate in three, 500-hour, internship experiences. Each internship consists of supervised time in two mandatory internships and one elective internship. Internship hours include research assistant work and field experiences.

TOTAL: *1500 hours*

# Teaching and Learning

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 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 59.

## 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 3530. Foundations for ELL Education [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 *16 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. Assessment of ELL Students [3]  
EDUC 3570. Practicum for ELL Education [3]  
EDUC 3680. Capstone Seminar

#### TEACHING ELL INTERNATIONALLY CORE *19 hours*

ENED 3370. Teaching Literature and Media to Adolescents [3]  
EDUC 3540. Methods and Materials for ELL Education [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]  
EDUC 3680. Capstone Seminar

#### 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.

*Learning Sciences and Learning Environmental Design.* Designed for individuals with a background in psychology, education, sociology, computer science, design, and information technology. Focus is on

both informal and formal learning environments, such as museums, schools, after-school contexts, workplaces, and libraries.

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

COMMON CORE 13 hours to be taken by all students

EDUC 3120. Learning and Instruction [3] (Fall)

EDUC 3620. Principles of Curriculum Development [3] (Fall)

EDUC 3170. Analysis of Teaching [3] (Spring)

EDUC 3830. Action Research in Education [3] (Spring)

Or

EDUC 3900. Introduction to Qualitative Methods (Spring)

EDUC 3680. Capstone Seminar [1] (Fall)

SPECIALIZATION STRAND 12 hours

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

ELECTIVES 6 hours

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

TOTAL MINIMUM HOURS: 31 hours

### Specialization in Poverty and Intervention

This fifteen hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in Community Development and Action, Child Studies, Learning and Instruction, or Learning, Diversity, and Urban Studies.

REQUIRED COURSES 15 hours

EDUC 3470 Language, Education and Diversity [3]

EDUC 3720 Development in Context: The Effects of Poverty [3]

HOD 3520 Human Development and Preventative Intervention [3]

PSY-GS 353 Advanced Seminar: Educational Cognitive Neuroscience [3]

Research Methods Course (applicable to student's concentration) [3]

### 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 31-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:

COMMON CORE 19 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 Development [3]

EDUC 3830. Action Research in Education [3]

Or

EDUC 3900. Introduction to Qualitative Methods [3]

EDUC 3963. Internship in Learning, Diversity, and Urban Studies [6]

EDUC 3680. Capstone Seminar (Fall and Spring)

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: 31 hours

### Specialization in Poverty and Intervention

This fifteen hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in Community Development and Action, Child Studies, Learning and Instruction, or Learning, Diversity, and Urban Studies.

REQUIRED COURSES 15 hours

EDUC 3470 Language, Education and Diversity [3]

EDUC 3720 Development in Context: The Effects of Poverty [3]

HOD 3520 Human Development and Preventative Intervention [3]

PSY-GS 353 Advanced Seminar: Educational Cognitive Neuroscience [3]

Research Methods Course (applicable to student's concentration) [3]

## 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 3530. Foundations for ELL Education [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 *19 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]

EDUC 3680. Capstone Seminar [1]

*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 for 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: *31 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

**HOD 3000. Master's Proseminar: Becoming a Change Agent.** HOD 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) formulate practicum goals and initiate a search for a practicum organization 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]

**HOD 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]

**HOD 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]

**HOD 3300. Program Evaluation.** This course is a master's-level introduction to evaluation research. It is designed for people who expect to work as agency directors, educational administrators, program directors, in-house evaluators, or evaluation consultants and who want to work with community agencies to evaluate the organization's programs. At the end, students will be able both to conduct local evaluations and to communicate and work with professional evaluators. The course covers multiple approaches and types of evaluations and how they are embedded in social and political contexts. It also includes practical techniques for program developers and administrators, such as needs assessment, performance evaluation, goal attainment scaling, cost-benefit analysis, qualitative approaches, and approaches to evaluation that take time and funding constraints into account. [3]

**HOD 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]

**HOD 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]

**HOD 3470. Community Intervention and Change.** Introduction to applied community studies, including change theory, research, and intervention at multiple levels from community psychology, sociology and other disciplines. The course will help students develop a thesis, project, paper, or dissertation topic and proposal. Readings focus on meanings, types and significance of community; issues of diversity, difference, deviance, labeling, and stigma; ecological theory, research and environmental and setting/systems-level interventions; social movements; social capital and community cognitions and behaviors; stress, coping, adaptation, and social support; prevention and promotion programs and coalitions; organizational and institutional change; faith communities; community organizing, development, mobilization and social action; assessing and informing local-to-national policies; community change around the world.

**HOD 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]

**HOD 3510. Survey of Preventive Interventions.** This course surveys preventive interventions related to health and developmental outcomes. Course readings explore programs, policies, and practices that have been found effective in preventing poor outcomes. Particular emphasis is focused on issues related to program implementation, program evaluation, organizational capacity, and other issues that may influence program outcomes. Readings explore a variety specific outcomes (e.g., substance abuse, high school dropout, obesity), and program settings (schools, social service organizations, neighborhoods) to provide exposure to wide variety of applications of prevention programs and frameworks. [3]

**HOD 3520. Human Development and Prevention Science.** This course introduces students to science-based preventive intervention strategies and model programs that target youth/and or families. Activities will facilitate critical thinking; increase skills and capacities for program development, and understanding of the interactions of human development, socio-contextual processes, preventive interventions, and social behavioral change. [3]

**HOD 3530. Public Policy Development and Advocacy in Mental Health.** This course will provide students with a hands on-opportunity to learn about the health (including mental health) policy development process. Students will gain an understanding of the different ways in which health policies are made through the legislative, executive, and judicial branches of government, as well as the role of the media and advocates/stakeholder groups in shaping health policy. Students will also gain practical experience designing and implementing a campaign aimed at changing health policy. Specifically, students will be asked to select a problem that has policy implications, and then develop a policy analysis and advocacy strategy around their chosen topic. [3]

**HOD 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]

**HOD 3601. Community Development Theory.** This course provides beginning graduate students an introduction to theories that shape or directly pertain to community development. Focus of the course is on theories that explain local, community and municipal-level processes.

Students develop an understanding of the theoretical strands in current development issues and policies. [3]

**HOD 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]

**HOD 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]

**HOD 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]

**HOD 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]

**HOD 3650. Theories of Inequality, Diversity, and Social Justice.** This course is designed to acquaint incoming Community Research in Action (CRA) students with the core theories and theoretical perspectives germane to the study of inequality broadly defined. The course includes readings that critically address structural, community, and individual levels of analysis. [3]

**HOD 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]

**HOD 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 twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

**HOD 3670. Community Organizing.** This course provides graduate students an introduction to theories, processes and models for community organizing. Focus of the course is on post-Alinsky models, particularly

congregation-based models in the US. Methods of civic engagement, leadership development, organizational processes and community change are addressed through readings and cases studies. Exposure to and analysis of local organizing efforts are part of this course. [3]

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

**HOD 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]

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

**HOD 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]

**HOD 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 and 3850, Pre-practicum. [1-6]

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

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

**HOD 3970. Master's Thesis Research.** [1-6]

## Human Development Counseling Courses

**HDC 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]

**HDC 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]

**HDC 3400. Marriage and 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]

**HDC 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]

**HDC 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]

**HDC 3470. Career Counseling.** 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]

**HDC 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]

**HDC 3500. Trauma: Impact and Intervention.** The course will address interventions related to trauma. The psychological, biological, developmental, cultural and social influences of trauma will be examined. [3]

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

**HDC 3520. Diagnosis and Treatment Planning Using the DSM.** The course will provide a general overview of the DSM-IV-TR system and a corresponding, systemic treatment-planning model. In treatment planning, emphasis will be on those approaches to treatment that have been empirically studies with respect to specific clinical disorders. [3]

**HDC 3550. A Developmental Approach to Personal Loss and Grief.** 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]

**HDC 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]

**HDC 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]

**HDC 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]

**HDC 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]

**HDC 3760. Group Counseling.** Provides an examination of the foundations of group work including legal and ethical issues, roles, planning and development, leadership styles, research on groups, theoretically based group models, and group counseling skills and techniques. [3]

**HDC 3800. Foundations of Clinical Mental Health Counseling.** Provides a foundational understanding of the profession of counseling and the unique role of the clinical mental health counselor. The spectrum of mental health programs targeting prevention and human development to residential services is discussed along with advocacy, historic, and current events, and emerging issues. [3]

**HDC 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. [3]

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

**HDC 3870. Practicum in Counseling.** [3]

**HDC 3890. Internship in Mental Health Counseling.** Required Internship in the Human Development Counseling Program for students specializing in Clinical Mental Health [3]

**HDC 3891. Internship in School Counseling.** Required internship for Human Development Counseling majors with a specialization in School Counseling. [3]

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

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

## Leadership, Policy, and Organizations Courses

### Doctor of Education Courses

#### Educational and Higher Education Leadership and Policy

**EHLP 3110. Advanced 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. Course intended for doctoral students. [3]

**EHLP 3120. Advanced 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. Intended for doctoral students. [3]

**EHLP 3130. Advanced 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. Intended for doctoral students. [3]

**EHLP 3140. Social Context of Educational Leadership and Policy.** 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]

**EHLP 3320. International/Comparative Issues in Education.** 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]

**EHLP 3800. 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]

**EHLP 3810. 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]

**EHLP 3820. 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]

**EHLP 3830. 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]

**EHLP 3900. 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.

## Educational Leadership and Policy

**ELP 3150. Leadership for School Improvement.** Examines issues of school improvement and instructional leadership from the perspective of effective schools literature. [3]

**ELP 3210. 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]

**ELP 3220. 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]

**ELP 3230. Politics and Governance 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]

**ELP 3240. 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]

**ELP 3330. 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]

**ELP 3500. Special Topics in Educational Leadership and Policy.** Explores special issues or topics related to educational leadership and policy. May be repeated with change of topic. [1-6]

## Higher Education Leadership and Policy

**HLP 3150. 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]

**HLP 3210. Advanced 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. Intended for doctoral students. [3]

**HLP 3220. 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]

**HLP 3230. Advanced Nature and Function of Higher Education.** Historical study of the functions of American higher education and an examination of contemporary issues. Intended for doctoral students. [3]

**HLP 3240. The College Student: Advanced.** 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. Intended for doctoral students. [3]

**HLP 3310. Advanced 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]

**HLP 3500. Special Topics in Higher Education Leadership and Policy.** Explores special issues or topics related to higher education leadership and policy. May be repeated for credit with change of topic. [1-6]

## Other Departmental Major Courses

### Education Policy

**EDP 3110. The Politics of Policymaking.** This course is an introduction to education politics and their influence on education policy, primarily at the K-12 level. The course examines: the structure of policy institutions and how those structures matter for the education policy process; models or frameworks for understanding the formation, adoption and implementation of education policy; the application of those frameworks to policy activity at the local, state, and national levels; understanding shifts in how education policy decision-making has been distributed throughout the policy system over time; and the current state of the education governance system and how that system both facilitates and buffers against policy change. [3]

**EDP 3120. 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]

**EDP 3130. 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 an enduring tool of broader social reform. We will explore the social, political, intellectual and historical context of core educational policy areas to include school choice and the charter school movement, mass testing, preschool education, bilingual education/ English language learning, special education, and the push for accountability with 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]

**EDP 3140. Economics of Education/Education Policy.** 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]

**EDP 3150. Public and Non-Profit Leadership.** This course is designed as a broad introduction to the field of public and non-profit 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 as well as non-profit and other organizations that benefit the common good. [3]

**EDP 3210. 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]

**EDP 3230. Education Policy and Program Evaluation.** Education Policy and Program Evaluation provides an orientation and overview of the field of educational evaluation and prepares participants to conduct professional evaluations. Evaluation is a fundamental activity in everyday life but professional evaluation requires a set of skills and dispositions such as the ability to determine the most salient, answerable evaluation questions, plan and design evaluation studies, interact with stakeholders including program participants and public officials, collect and analyze data, report findings, and disseminate the findings to stakeholders and the public. Prerequisite: LPO 3800 and 3810 [3]

**EDP 3500. Special Topics in Education Policy.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**EDP 3700. 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]

**EDP 3710. Independent Study in Education Policy.** Semi-independent study on selected topics in education policy. May be repeated. [1-3]

## Higher Education Administration

**HEA 3100. 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]

**HEA 3110. The Nature and Function of American Higher Education.** Historical study of the functions of American higher education and an examination of contemporary issues. [3]

**HEA 3120. Student Affairs Administration and Practice.** Explores the history, philosophy, objectives, and organization of student affairs administration and practice. The course will also provide students with an overview of different functional areas within student affairs administration including residential life, new student orientation, student activities, career services, health and wellness, service learning, and civic engagement, international student services, women's centers, LGBTQ centers, multicultural centers, etc. [3]

**HEA 3121. 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]

**HEA 3122. 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]

**HEA 3131. 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]

**HEA 3150. 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]

**HEA 3151. 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]

**HEA 3152. 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]

**HEA 3410. Diversity and Equity in Higher Education.** This course addresses critical issues related to areas of diversity, equity, and social justice in higher education. Drawing from historical, contemporary, theoretical and research based literature, this course introduces students to information, concepts, policies, and controversies related to racial, ethnic,

gender, and sexual identity, socio-economic, ability, and religious differences among students, faculty, administrators, and other constituencies in higher education. [3]

**HEA 3420. 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]

**HEA 3430. Institutional Advancement Proseminar.** 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]

**HEA 3431. 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]

**HEA 3440. 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]

**HEA 3500. Special Topics in Higher Education Administration.** Explores special issues or topics related to higher education. May be repeated with change of topic. [1-6]

**HEA 3700. 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]

**HEA 3710. Independent Study in Higher Education.** Semi-independent study on selected topics in higher education. May be repeated. Consent of instructor required. [1-3]

**HEA 3730. Research in Higher Education Administration.** Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

## Independent School Leadership

**ISL 3110. Teachers, Leaders and Learning in Independent Schools.** As the first theme covered in the Independent School Leadership Master's program, the set of topics covered in Teachers, Leaders and Learning in Independent Schools provide students with a solid foundation in key leadership and learning domains. The theme has been structured to help students more deeply understand the pathways and processes for school improvement and student development, and will provide grounding in what educational leaders should know about defining and measuring effective teaching and effective staffing and human capital strategies. [3.5]

**ISL 3120. Admissions and Financial Aid in Independent Schools.** In Theme 2 of the Independent School Leadership Master's program, students will learn the context and the application of policies designed to shape the incoming class for an institution and influence which students eventually decide to attend. The module will be focused on understanding how admissions and financial aid are not stand alone components in the management of an independent school but instead are integral to the operation of a school from the perspective of its overall financial management, its academic operations and its mission. This systematic perspective on admissions and financial aid is known as enrollment management within the field of higher education. The enrollment management literature and perspectives will inform the entire theme. [1.5]

**ISL 3130. Governance, Finance and Organizational Dynamics in Independent Schools.** Building the capabilities of an organization involves the careful creation organization structures, cultures, processes and routines that enable people to perform at their very best. In this course, we will focus on key decisions leaders make that enable people, and their organizations, to be creative and thrive. Students will explore the worlds of governance and resource allocation, and use contemporary ideas from

organizational behavior and design to explore leadership implications of this work within the context of independent schools. [2.5]

**ISL 3140. Institutional Advancement in Independent Schools.** In order to thrive in today's competitive educational market, independent school leaders must possess the capacity to harness institutional advancement activities to shape the course of their school's trajectory. This course explores a set of strategic marketing, community relations and fundraising skills integral to effective independent school leadership. [2]

**ISL 3150. Systematic Inquiry in Independent Schools.** Systematic research is central to improving the effectiveness of organizations and informing key decisions. The purpose of this course is to prepare educational leaders to use key concepts and methods of educational research to carry out strategic data-driven inquiry for institutional improvement and effective decision-making, as well as employ qualitative research methods and strategies. Students will learn methods for researching institutional processes, as well as mechanisms for conducting data-based inquiries. As a key element of our Master's in Independent School Leadership program is the inclusion of a school year that will provide an opportunity for students to test out and practice with the content delivered in the summer sessions in the form of a set of targeted yet interrelated action research projects, this course is intended to provide a broad foundation in the principles and processes of action research. [2.5]

**ISL 3160. Site-based Action Research in Independent Schools.** The ISL Master's program is structured with two intensive six-week summer sessions focused on coursework, and one academic year emphasizing school-based action research. During the fall and spring semesters, program leaders, participants and work groups will remain engaged using our online platform to participate in synchronous and archived meetings, discussion forums and work product updates. This course will take place during the school year, with participants situated in their home institutes, and is structured to build student proficiency by completing exercises aligned with the modules of content delivered during the summer sessions. In this way, program participants will not only receive feedback on their thinking and writing, but on their practice work done and work projects completed at their school site. [3]

## International Education Policy and Management

**IEPM 3110. 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]

**IEPM 3120. 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]

**IEPM 3130. 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]

**IEPM 3140. 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]

**IEPM 3200. 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]

**IEPM 3500. Special Topics in International Education Policy and Management.** Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

**IEPM 3700. Practicum in International Education Policy and Management.** Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

**IEPM 3710. Independent Study in International Education Policy and Management.** Semi-independent study on selected topics in international education policy and management. May be repeated for credit. Consent of instructor required. [1-3]

## Leadership and Organizational Performance

**LOP 3100. 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]

**LOP 3110. 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]

**LOP 3120. 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]

**LOP 3130. 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]

**LOP 3140. 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 3130. [3]

**LOP 3150. 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]

**LOP 3200. 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]

**LOP 3210. Design of Human Performance Interventions.** Focuses on the process of designing human performance improvement (HPI) interventions. The course covers performance and environment analysis, diagnosing and selecting performance interventions (including strategic, systems,

learning, engagement, and team development), design of interventions, and evaluation of results. [3]

**LOP 3220. 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]

**LOP 3230. 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]

**LOP 3240. Leading and Facilitating Groups.** Focus on how organization 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]

**LOP 3250. 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]

**LOP 3260. 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]

**LOP 3270. 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]

**LOP 3280. 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]

**LOP 3290. Talent Management.** This course examines the processes an organization uses to attract, retain, motivate, and develop the best people for their jobs. Students will study organizational recruitment, employer value proposition, retention, engagement, identification and development of high potential employees, succession planning, and employee development from the perspective of the organization's leaders and talent management professionals. Prerequisite: LOP 3100, 3110, 3120, 3130, 3140, and 3150. [3]

**LOP 3300. Leadership in the Professions.** Professions are distinct from ordinary occupations in that professional work involves the application of unique abstract knowledge as part of practice and doing so with integrity and a commitment to particular values that transcend any particular job or organization. Leadership in such contexts must go beyond generic leadership theories that focus solely on individual or organizational performance to include theories that incorporate broader commitments to public, professional, and social values. In this course, leadership will be explored as supporting the dual roles of professionals as autonomous knowledge workers and as stewards of broader social values. [3]

**LOP 3310. Strategic Workforce Planning.** This intermediate-to-advanced level course studies the disconnects between the current, reactive workforce planning and need for a proactive strategy that uses analytics to link workforce planning to an organization's strategy for the future. This course will use a combination of case studies, problem based learning, and hands-on work with HR software to give students opportunities to apply the concepts to real-world, real-time situations. [3]

**LOP 3500. Special Topics in Leadership and Organizational Performance.** Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

**LOP 3710. Individual Study in Leadership and Organizational Performance.** Semi-independent study on selected topics in leadership and organizational performance. May be repeated for credit. Consent of instructor required. [1-3]

**LOP 3720. 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]

## Leadership, Policy, and Organizations

**LPO 3200. 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]

**LPO 3460. Special Topics in Leadership and Policy Studies.** Explores special issues or topics related to leadership and policy studies. May be repeated with change of topic. [1-6]

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

**LPO 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]

**LPO 3800. Research Design and Data 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 also equips students to conduct the types of public policy and data analyses that are typical in education and public policy jobs. [3]

**LPO 3810. Research Design and Data 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 begin 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]

**LPO 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. Ph.D. students only. [3]

## Psychology and Human Development Courses

**PSY-PC 3030. Research Methods 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]

**PSY-PC 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]

**PSY-PC 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]

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

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

**PSY-PC 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]

**PSY-PC 3960. Internship in Applied Child Studies.** May be repeated for credit. [1-3]

**PSY-PC 3970. Master's Thesis in Child Studies.** Open only to M.Ed. candidates engaged in thesis research and writing. [1-3]

**PSY-PC 3980. Directed Research in Applied Child Studies.** May be repeated for credit. [3]

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

**PSY-GS 300. Quantitative Methods Forum.** [0-1]

**PSY-GS 301. Methods of Psychological Research.** [3]

**PSY-GS 303. Advanced Research Methods in Developmental Psychology.** [3]

**PSY-GS 309. Introduction to Statistical Inference.** [3]

**PSY-GS 310. Statistical Inference.** [3]

**PSY-GS 311. Experimental Design.** [3]

**PSY-GS 312. Multivariate Statistics.** [3]

**PSY-GS 313. Correlation and Regression.** [3]

**PSY-GS 314. Structural Equation Modeling.** [3]

**PSY-GS 315. Program Evaluation.** [3]

**PSY-GS 317. Psychological Measurement.** [3]

**PSY-GS 318. Individual Differences.** [3]

- PSY-GS 319. Advanced Seminar in Measurement, Statistics, and Evaluation.** [3]
- PSY-GS 320. Factor Analysis.** [3]
- PSY-GS 321. Multilevel Modeling.** [3]
- PSY-GS 322. Growth Curve Modeling.** [3]
- PSY-GS 323. Applied Latent Class and Mixture Modeling.** [3]
- PSY-GS 325. Proseminar in Intellectual Disabilities.** [2]
- PSY-GS 326. Introduction to Item Response Theory.** [3]
- PSY-GS 327. Item Response Theory II.** [3]
- PSY-GS 334. Psychological Foundations of Education.** [3]
- PSY-GS 336. Behavioral Pediatrics and Child Health Psychology.** [3]
- PSY-GS 338. Family Therapy.** [3]
- PSY-GS 339. Advanced Seminar in Educational Psychology.** [1-3]
- PSY-GS 340. Psychopathology.** [3]
- PSY-GS 343. Psychological Assessment.** [3]
- PSY-GS 349. Advanced Seminar in Clinical Psychology.** [3]
- PSY-GS 353. Advanced Seminar: Cognitive Studies.** [3]
- PSY-GS 354. Language and Text Processing.** [3]
- PSY-GS 357. Seminar in Behavioral Biology.** [3]
- PSY-GS 360. Developmental Psychology.** [3]
- PSY-GS 361. Seminar in Cognitive Development.** [3]
- PSY-GS 362. Cognitive Science to the Classroom.** [3]
- PSY-GS 363. Seminar in Social and Personality Development.** [3]
- PSY-GS 367. Educational Neuroscience.** [3]
- PSY-GS 368. Advanced Seminar in Developmental Psychology.** [3]
- PSY-GS 375. Social Psychology.** Emphasis on current theory and research. [3]
- PSY-GS 378. Current Research in Social Psychology.** [3]
- PSY-GS 381. Cognitive Theories of Mathematical Learning.** [3]
- PSY-GS 382. Assessment of Personality.** [3]
- PSY-GS 386. Psychological Intervention with Children.** [3]
- PSY-GS 396. Special Topics in Psychology.** [1-4]
- PSY-GS 397. Readings and Research in Psychology.** [1-3]

## Special Education Courses

- SPED 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]
- SPED 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]
- SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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. (Not currently offered) [3]

**SPED 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, multi-operant 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]

**SPED 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 non-sequential 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.

**SPED 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]

**SPED 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.)

**SPED 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. Corequisite: SPED 3300 and 3311. [3]

**SPED 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]

**SPED 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)

**SPED 3080. High Poverty Youth: Improving Outcomes.** (Also listed as HOD 3665) Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school drop-out, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

**SPED 3120. Field Work in Special Education Teaching.** Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: consent of instructor. [1-3]

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

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 3240. Attention Deficit/Hyperactivity Disorder: Educational Implications.** This advanced undergraduate/master's-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, multimodal 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. (Not currently offered) [3]

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

**SPED 3300. Methods of Instruction for Students with Intellectual and Multiple Disabilities.** This course addresses research based assessment and instructional strategies for equipping students with intellectual and multiple disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Corequisite: SPED 3050 and 3311 [3]

**SPED 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]

**SPED 3311. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities.** Graduate student observation and participation in school programs for students with severe exceptionalities and/or autism. Graduates students will complete activities in the field placement tied to coursework. This course may be repeated. Prerequisite: SPED 3000. Fall corequisite: SPED 3330, and 3360. Spring corequisite: SPED 3050 and 3300. [2]

**SPED 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]

**SPED 3330. Characteristics of Students with Intellectual 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 intellectual and multiple disabilities in educational settings. Corequisite: SPED 3311 and 3360 [3]

**SPED 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]

**SPED 3360. Advanced Procedures for Transition to Adult Life.** Graduate-level overview of history, legislation, philosophy, and practice in the areas of secondary transition and post secondary outcomes for persons with disabilities. Emphasis on issues and strategies related to promoting a successful transition from school to adult life. Students are required to evaluate high school students' performance and develop instructional programs to apply in school or work training sessions. Corequisite: SPED 3316 [3]

**SPED 3370. Seminar: Current Issues in Autism and Severe Disabilities.** This course addresses critical issues, policies, and research relevant to the education of students with intellectual disabilities, autism, and



multiple disabilities. Emphasis will be placed on recent advances in best practices and evidence-based interventions. This semester, the course will focus on policies and practices that promote flourishing and meaningful inclusion among children, youth, and young adults with significant disabilities. [3]

**SPED 3400. Instruction and Learning in 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]

**SPED 3410. Screening and Assessment in Early Childhood Special Education.** Provides information typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other professionals. [3]

**SPED 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]

**SPED 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]

**SPED 3510. Educational Procedures for Students 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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)

**SPED 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)

**SPED 3720. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment.** Examines issues and trends in gifted education with a focus on the specific needs and characteristics of gifted students. Outlines theoretical conceptions of giftedness and evidence-supported practices in identification and assessment - including those who may not be typically identified, such as twice-exceptional, low-income, and culturally diverse students. [3]

**SPED 3730. Psychology of the Gifted Learner.** Highlights internal and external factors impacting the psychological development of gifted students. Focuses on theoretical frameworks and practical strategies for the provision services, including consultation, collaboration with schools and families, counseling supports, behavioral models, and collaboration with community agencies. [3]

**SPED 3740. Educating Gifted Students: Adaptations of Curriculum and Instruction.** Focuses on theoretical conceptions of curriculum development and instructional modifications for mild, moderate, and highly gifted students. Includes curriculum design theoretical frameworks, differentiation strategies, and how to measure the effects of adaptations to match gifted student learning needs. [3]

**SPED 3750. Organizational Structures and Planning of Gifted Programs.** Focuses on theoretical frameworks for organizing and implementing evidence supported programs for the gifted; service delivery models, program evaluation, data collection, supervision models, and systemic development of programming and support structures. Attention is also devoted to poverty and cultural differences. [3]

**SPED 3760. Practicum in Gifted Education.** Focuses on field study, action research, or practical application of course content for providing leadership, curriculum adaptations, and program planning for a variety of gifted learners including underrepresented populations and mild, moderate, and highly gifted individuals. Prerequisite: SPED 3720, 3730, 3740, 3750 [3]

**SPED 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]

**SPED 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]

**SPED 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]

**SPED 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. (Not currently offered) [3]

**SPED 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]

**SPED 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. (Not currently offered) [3]

**SPED 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]

**SPED 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]

**SPED 3850. Administering Ethical Behavior Analytic Services.** This course provides a forum for students to discuss challenges to the ethical practice of behavior analysis in applied settings. Students will be expected to critically analyze the pros and cons of various existing behavioral consultation models weighing the standards set forth by the Behavior Analyst Certification Board's (BACB) Guidelines for Responsible Conduct against the fiscal limitations of a working business model. Additionally, students will be required to design (or adapt) an ethical model of consultation for their own practice. [3]

**SPED 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]

**SPED 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)

**SPED 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. [3]

**SPED 3890. Individual Study in SpEd.** [1-3]

**SPED 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]

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

**SPED 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]

**SPED 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]

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

**SPED 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]

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

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

**SPED 3980. Specialty Project.** A specialty project or thesis are program requirements to graduate. Students who plan to complete a specialty project may enroll for one hour of credit to fulfill this graduation requirement. One hour of specialty project constitutes full-time enrollment. [1]

## Teaching and Learning Courses

### Education

**EDUC 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]

**EDUC 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. Co-requisite: ENED 3007, MTED 3007, SCED 3007 or SCED 3007. [6]

**EDUC 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]

**EDUC 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. Beginning Spring 2013, there will be a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**EDUC 3005. Internship Seminar: Elementary.** Seminar to accompany EDUC 3000. There is a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**EDUC 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]

**EDUC 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]

**EDUC 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.

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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) & 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]

**EDUC 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]

**EDUC 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) & 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]

**EDUC 3360. 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]

**EDUC 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]

**EDUC 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]

**EDUC 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. [2]

**EDUC 3417. Theory and Practice of Writing in Elementary School.**

This course provides in-depth study of theory and practice in writing and its relation to the other language arts (reading, speaking, listening, and visual representation [including electronic media]) and related arts (e.g., drama, art). Special emphasis is given to writing development and the teaching of writing in the elementary years. [2]

**EDUC 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. [2]

**EDUC 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]

**EDUC 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]

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

**EDUC 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]

**EDUC 3470. Language, Education and Diversity.** This class examines environmental factors that affect language and literacy development with special attention to the impact of cultural and linguistic diversity on development. The course surveys development from birth through early adolescence and examines promising interventions that foster acquisition of

language competencies that are associated with literacy. The interventions examined are selected by students with guidance from the professor. Readings are primary source articles and chapters; discussions address research methodology, theoretical implications and practical applications. [3]

**EDUC 3480. Sociocognitive Perspectives of Literacy Theory and Practice.**

This seminar critically examines literacy research from a socio-cognitive 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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 3571 [3]

**EDUC 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 3572 [3]

**EDUC 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]

**EDUC 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 3573 [3]

**EDUC 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]

**EDUC 3571. 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. Co-requisite with EDUC 3530. [1]

**EDUC 3572. Practicum for ELL Education II.** 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. Co-requisite with EDUC 3540. [1]

**EDUC 3573. Practicum for ELL Education III.** 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. Co-requisite with EDUC 3560. [1]

**EDUC 3580. Teaching Second Language Literacy.** The focus of the class will be to identify the differences between first and second language literacy, as well as how to plan instruction, how to recognize and make use of different types of curriculum, how to identify the various components of literacy, and how to teach these effectively to second language learners. Specific instructional approaches designed for second language learners will also be presented. [3]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 3680. Capstone Seminar.** Students who are enrolled in the non-licensure master's program are required to enroll in this course designed to assist students in preparation for the Capstone Experience. The master's Capstone experience enables students to synthesize and demonstrate their knowledge in core areas of the graduate program. Core areas are (1) the learner and learning principles, (2) learning environments, (3) curriculum and instructional strategies, and (4) assessment. Students will be guided on the requirements of the capstone, and supported through the proposal writing stage and submission. Students will identify a problem statement, research/resources for conceptual development, and engage in critical review of proposals. [1]

**EDUC 3720. Development in Context: the Effects of Poverty.** This graduate class is to acquaint students with the strong evidence that poverty experienced in childhood in the United States has consequences on development, health and well being both immediately and long term into adulthood. The course will focus on the outcomes as well as understanding the process by which poverty exerts its effects. [3]

**EDUC 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. [3]

**EDUC 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]

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

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

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

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

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

**EDUC 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]

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

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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]

**EDUC 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

**ENED 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]

**ENED 3007. Internship Seminar Secondary.** Seminar to accompany EDUC 3002. Beginning fall 2013, there will be a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**ENED 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]

**ENED 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]

**ENED 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]

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

**ENED 3370. Teaching Literature and Media to Adolescents.** Students study how pedagogy might be developed that connects traditional literature instruction with 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 websites, comics, film, and other media. Corequisite: ENED 3360. [3]

**ENED 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]

**ENED 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]

**ENED 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. Prerequisite: prior coursework or experience in the field of children's literature required. [3]

**ENED 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]

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

**ENED 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]

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

**ENED 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

**HMED 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

**MTED 3007. Internship Seminar Secondary.** Seminar to accompany EDUC 3002. Beginning fall 2013, there will be a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**MTED 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. Children's quantitative reasoning and specific practices for supporting their learning are emphasized throughout the course. [2]

**MTED 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]

**MTED 3360. Practicum in Secondary Education.** Observation, participation, and teaching in middle school and secondary school settings. Corequisite: MTED 2370 or 3370. [1]

**MTED 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]

**MTED 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. Children's 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.

**MTED 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. Children's 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]

**MTED 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]

**MTED 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]

**MTED 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]

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

**MTED 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]

## Science Education

**SCED 3007. Internship Seminar Secondary.** Seminar to accompany EDUC 3002. Beginning fall 2013, there will be a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**SCED 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]

**SCED 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]

**SCED 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]

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

**SCED 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]

**SCED 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.

**SCED 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.

**SCED 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]

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

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

**SCED 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]

## Social Studies Education

**SSED 3007. Internship Seminar Secondary.** Seminar to accompany EDUC 3002. Beginning fall 2013, there will be a \$300.00 Teacher Performance Assessment fee associated with this course. [1]

**SSED 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]

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

**SSED 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]

**SSED 3400. 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]

**SSED 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]

**SSED 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

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 B.A. (Stanford 1972); Ph.D. (Yale 1989) [2002]  
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 SANDRA BARNES, Professor of Human and Organizational Development; Professor of Sociology of Religion; Professor of Sociology  
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