



Peabody College Catalog

Vanderbilt
University
2016/2017

Archived 2016/2017
Peabody College Catalog

Containing general information
and courses of study
for the 2016/2017 session
corrected to 1 July 2016
Nashville

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

Policies concerning noncurricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*, which is on the Vanderbilt website at vanderbilt.edu/student_handbook.

NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the university's nondiscrimination policy. Inquiries or complaints should be directed to the Equal Opportunity, Affirmative Action, and Disability Services Department, Baker Building, PMB 401809, 2301 Vanderbilt Place, Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); Fax (615) 343-4969.

Vanderbilt®, Vanderbilt University®, V Oak Leaf Design®, Star V Design® and Anchor Down® are trademarks of The Vanderbilt University.
© 2016 Vanderbilt University. All rights reserved.

The text of this catalog is printed on recycled paper with ink made from renewable resources.



This publication is recyclable. Please recycle it.

Contents

Calendar	4
Education and Human Development at Vanderbilt	5
Centers and Outreach Efforts	5
Facilities	7
The University	7
Life at Vanderbilt	9
Degree Programs	18
Professional Degree Programs	18
Graduate Degree Programs	20
Licensure for Teaching	21
Academic Regulations	26
Admission	29
Financial Information	31
Courses of Study	33
Human and Organizational Development	33
Leadership, Policy, and Organizations	36
Psychology and Human Development	40
Special Education	42
Teaching and Learning	45
Courses	49
Administration and Faculty	69
Index	76

Archived 2016/2017
Peabody College Catalog

Calendar 2016/2017

FALL SEMESTER 2016

Classes begin / Wednesday 24 August
October Break / Thursday 13 October–Friday 14 October
Homecoming / Saturday 22 October
Thanksgiving holiday / Saturday 19 November–Sunday 27 November
Classes end / Thursday 8 December
Reading days and examinations / Friday 9 December–Saturday 17 December
Fall semester ends / Saturday 17 December

SPRING SEMESTER 2017

Classes begin / Monday 9 January
Martin Luther King Jr. Day—Classes do not meet / Monday 16 January
Spring holiday / Saturday 4 March–Sunday 12 March
Classes end / Monday 24 April
Reading days and examinations / Tuesday 25 April–Thursday 4 May
Commencement / Friday 12 May

Archived 2016/2017
Peabody College Catalog

Education and Human Development at Vanderbilt

Peabody College is Vanderbilt University's college of education and human development and a national leader among graduate schools of education. The college, embodied in its faculty and students, constitutes a vibrant intellectual community dealing with pressing questions and expanding knowledge about education, including special education; psychology, especially focused on families and children; the development of individuals, organizations, and communities; and educational 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 900 graduate or professional students and more than 1,000 undergraduates. The full-time teaching faculty numbers 145. Many faculty members are nationally recognized for their research, while others serve as editors of scholarly journals and leaders of professional organizations. Eighteen 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 nearly 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.

Center for Research on Rural Families and Communities

The Center for Research on Rural Families and Communities serves as a change agent in promoting the well-being of families and youth residing in rural communities. It does so by collaborating with community stakeholders to develop and conduct research benefiting community residents; designing preventive interventions that promote positive development, adjustment, and adaptation; implementing efficacy trials and disseminating effective interventions; conducting studies to advance knowledge about social, economic, and environmental impacts on rural culture and rural health disparities; and informing effective policy interventions.

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 for Leadership in Intensive Intervention

The National Center for Leadership in Intensive Intervention prepares special education leaders to provide intensive intervention to students with disabilities who have persistent and severe academic and behavioral difficulties. Funded by the Office of Special Education Programs, the center is composed of a consortium of universities including Vanderbilt, Southern Methodist University, the University of Connecticut, the University of Illinois at Chicago, the University of Minnesota, the University of Texas at Austin, and Virginia Commonwealth University.

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.

Next Steps at Vanderbilt

Next Steps at Vanderbilt is a two-year, nonresidential certification program for students with intellectual and developmental disabilities, providing individualized programs of study in the areas of education, social skills, and vocational training. Next Steps is a comprehensive transition program designated by the U.S. Department of Education. This status recognizes the program's merits and allows eligible students to apply for federal financial aid for tuition assistance.

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 and 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 Center for Science Outreach

The Vanderbilt Center for Science Outreach (CSO) is dedicated to enhancing literacy in science, technology, engineering, and mathematics (STEM) through the establishment of unique partnerships between university scientists, K–12 educators and students, and the local and global science community. CSO has developed and implemented a number of education programs in partnership with local and national K–12 classrooms, including the School for Science and Math at Vanderbilt. These efforts have reached thousands of children, supported teachers in residence on the Vanderbilt campus, hosted summer professional development courses and workshops for teachers, offered summer programs for students, and placed teachers and students in research laboratories. As a national leader in outreach efforts, the CSO is committed to elevating pre-collegiate STEM expertise and literacy.

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

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

VUIT maintains and supports VUNet, the campuswide data network that provides access to the Internet, and AccessVU, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUNet. Those services include YES, Your Enrollment Services; Blackboard; and Vmail, the university's email system.

VUIT also partners with Sprint, Verizon, and AT&T to offer discounts for cellular phone service. For discount information see it.vanderbilt.edu/cellphone.

It is important to note that many wireless consumer electronic devices interfere with VUNet, and, in worst-case circumstances, could even cause degradation to network service. These devices are prohibited and include, but are not limited to, routers, access points (APs), or AirPorts manufactured by companies such as Apple, Belkin, D-Link, and Linksys. Additionally, settings for smartphone hotspots and wireless connectivity for printers and other devices must be disabled to prevent interference with university wireless APs.

Vanderbilt offers all students low-cost and free-of-charge software, including Microsoft Office and Microsoft Windows. See softwarestore.vanderbilt.edu for a complete product catalog and more information.

Furthermore, VUIT provides various conferencing and collaboration services for students, including audio and video conferencing via a desktop or a Polycom bridge. Vanderbilt's blog service offers WordPress blogs at my.vanderbilt.edu. See it.vanderbilt.edu/services/collaboration for more information.

The Tech Hub is the help desk at Vanderbilt that provides information to students, faculty, and staff about VUNet and VUNet services. Its locations, hours, contacts, and other information can be found at it.vanderbilt.edu/techhub.

For more information on IT services and computing at Vanderbilt, go to it.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.

Off-campus facilities include Vanderbilt Dyer Observatory, situated on a 1,131-foot hill six miles south.

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 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 Applied Clinical Informatics, 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.

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.

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, call (404) 679-4500, or visit sacscoc.org for questions about the accreditation of Vanderbilt University.

Please contact the commission only in relation to Vanderbilt’s noncompliance with accreditation requirements. Normal inquiries about admission requirements, educational programs, and financial aid should be directed to the university.

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/>

2016/2017 PGSA Executive Board

President: Shea Davis
 Vice President: Marisa Flores
 Vice President: Hilary Mirowitz
 Secretary: Catalina Ordorica
 Treasurer: Brette Petty

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.

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 Career Center. Through these numerous services, students will find ample assistance for their career searches. For more information, visit 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) 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 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, follow twitter.com/BN_Vanderbilt, find the bookstore on Facebook at 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 issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, go to vanderbilt.edu/cardservices.

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.

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 (apphost1a.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.

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 semiannual 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 (iLens) 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.

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. 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. 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. 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. 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. Extended appointments must be arranged in advance through 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.

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 a haven for students, with opportunities for informal fellowship with other students of all levels as well as with faculty and staff.

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 leads co-curricular campus initiatives related to women’s and gender issues. The center partners with many departments, programs, and individuals across campus to raise awareness about the ways in which gender shapes and is shaped by our lived experiences. Because its aim is to make the Vanderbilt community more inclusive and equitable, the center encourages all members of the Vanderbilt community to take part in its events and resources.

The Women’s Center celebrates women and their accomplishments and fosters empowerment for people of all identities. The center offers individual support and advocacy around a variety of issues, including gender stereotyping, gender equity, leadership, parenting, body image, disordered eating, pregnancy and reproduction, sexual health, and more. The Women’s Center is open Monday through Friday, 9:00 a.m. to 5:00 p.m. and is located at 316 West Side Row. For more information, please call (615) 322-4843 or visit 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.

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.

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.

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.

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/pcc.

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 PETA), 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.

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.

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.
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.

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 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 or 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. 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. 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) 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. 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.

Nondiscrimination, Anti-Harassment, and Anti-Retaliation

The Equal Opportunity, Affirmative Action, and Disability Services Department investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence. Vanderbilt's Title IX coordinator is Anita Jenious, EAD director.

If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, please contact the EAD. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department (VUPD).

The EAD also facilitates interim accommodations for students impacted by sexual misconduct and power-based personal violence. Some examples of interim accommodations include stay-away orders, adjusted course schedules, and housing changes. Specific concerns pertaining to prohibited discrimination, harassment, or retaliation, including allegations of sexual misconduct and other forms of power-based personal violence, should be directed to the 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.

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, Vanderbilt email address, and campus mailing address, if available. Students may elect to add additional contact information to their listings, including school, academic classification, local phone number, local address, permanent address, cellphone, pager, and fax numbers. 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), 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.

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.

Official University Communications

Certain federal statutes require that information be delivered to each student. Vanderbilt delivers much of this information via email. Official electronic notifications, including those required by statutes, those required by University policy, and instructions from University officials, will be sent to students' Vanderbilt email addresses: *user.name@vanderbilt.edu*. Students are required to be familiar with the contents of official University notifications, and to respond to instructions and other official correspondence requiring a response. Some messages will include links to the YES Communications Tool, which is a secure channel for official communication of a confidential nature.

The university makes every effort to avoid inundating students with nonessential email (often called "spam"), and maintains separate lists from which students may unsubscribe for announcements of general interest.

University Courses

By tackling pressing real-world problems and addressing big questions, University Courses educate the whole student and promote lifelong learning. The courses leverage the natural synergies across Vanderbilt's ten schools and colleges, giving students the opportunity to reach beyond their area of study and interact with faculty at the intersection of disciplines. Each course promotes trans-institutional learning while providing opportunities to embrace diverse perspectives. For more information, visit vu.edu/university-courses.

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 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).

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 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.

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 safekeeping, and Submit a Crime Tip. For further information on available programs and services, call (615) 322-2558 or visit 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.

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.

Extracurricular Activities

Student Centers

A variety of facilities, programs, and activities are provided in five separate student center locations—Alumni Hall, The Commons Center, 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 and a United States Postal Service office.

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 Global Support Services.

The Commons Center is the community crossroads of The Ingram Commons living and learning community. It has it all: the Dining Hall and great food; a living room with a concert-grade grand piano, and the occasional live musical performance; a small rec room with cardio equipment, free weights, and weight machines; meeting and study rooms; and academic support services like the Writing Studio, the Center for Student Professional Development, and the CASPAR premajor advising center. The third floor of The Commons Center is the home of the Department of Political Science.

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 for Digital Learning.

Opened in fall 2014, Kissam Center is the fifth student center, and is part of the new Warren College and Moore College residential living-learning communities. A completely new facility, Kissam Center is home to more meeting and event spaces as well as the Kissam Market and Kissam Kitchen.

Recreation and Sports

Physical education is not required for graduate and professional students, but almost two-thirds of Vanderbilt University students participate in sport clubs, intramurals, activity classes, or other programs offered by Campus Recreation at the Vanderbilt Recreation and Wellness Center (VRWC). The large variety of programs available for meeting students' diverse interests include: forty-eight sports clubs with options from traditional such as baseball, volleyball, and ice hockey to nontraditional such as quidditch and capoeira; forty intramural sports (softball, flag football, basketball, table tennis, and soccer); an aquatics program offering swimming lessons for all ages and abilities as well as unique events like battleship. Red Cross lifeguarding and CPR are also available. If being outside is more your style, you can choose from one of more than twenty adventure trips offered each semester or create your own adventure and let Campus Recreation staff help with tips and gear. Need a good workout? Campus Recreation offers more than eighty group fitness classes a week and a variety of wellness offerings from "learn to box" to healthy eating through Vandy Cooks in the demonstration kitchen, Personalized Nutrition Coaching, and Nutrition Minute grab-and-go information on a variety of nutrition topics.

The VRWC is a 289,000-square-foot facility that houses a 25 yard, 16 lane swimming pool; four courts for basketball, volleyball, and badminton; five racquetball and two squash courts; a four-lane bowling alley; five group fitness class rooms, more than 14,000 square feet of weight/fitness room space; rock-climbing wall; mat room; seven multipurpose rooms; locker rooms; and a 120 yard turf field surrounded by a 300 meter track in the indoor field house. Surrounding the VRWC is a sand volleyball court and more than seven acres of field space including three natural grass fields and one turf field.

All students pay a mandatory recreation fee which supports the facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

For additional information, please visit 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 Design	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.) Master of Public Policy (M.P.P.)

Depending on the program, 30-60 graduate-level credit hours are required for the M.Ed. and M.P.P. degrees. 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.

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 are awarded one year of candidacy to complete the capstone experience.

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 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, 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 course work. 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 policy-makers. 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 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 course work, will measure approximately 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 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	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).

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) 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–5) and secondary education (grades 6–12) 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 6–12 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—interventionist (learning disabilities, behavior disorders) for grades K–8 and/or 6–12), 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.

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.

Security Clearance for Experiences in Schools

During the first two weeks of enrollment in a teacher preparation program, a student must pay a \$38 fee and be fingerprinted in Tennessee by IdentoGO, 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. Before background clearance, the student must read the Background Clearance Consent FERPA Form. The student must complete an online data entry form acknowledging the student's agreement to the conditions listed in the consent/FERPA form. Among other agreements is the expectation 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 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.

Licensure Audits

Upon admission to teacher education, each degree-seeking, postbaccalaureate student, in consultation with his or her Peabody adviser, must prepare audits that itemize work that meets Tennessee state and national standards to meet teacher licensure standards.

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. 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–5 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–5). Students may request alternative courses by petition, with the approval of their advisers, the department chair, and the director of teacher licensure.

NOTE: New course numbers took effect in fall 2015. Former course numbers are included in course descriptions in this catalog and at this website: registrar.vanderbilt.edu/faculty/course-renumbering/course-lookup/.

EDUC 6010.	Psychological Foundations of Education [3]
EDUC 6070.	Foundations of Education [3]
EDUC 6510.	Principles of ELL Education [3]
SPED 7000.	Education and Psychology of Exceptional Learners [3]

Language Arts Block

EDUC 6210.	Theory/Practice of Literacy Education in Elementary Grades [2]
EDUC 6220.	Theory/Practice of Writing in Elementary Grades [2]
EDUC 6230.	Teaching for Diverse Learners [2]
ENED 6200.	Teaching Literature in Elementary Classrooms [3]

Science Block

SCED 6200.	Science Concepts for Elementary Teachers [2]
SCED 6250.	Advanced Teaching of Science in Elementary Schools [2]
SSED 6250.	Advanced Teaching of Social Studies in Elementary School [2]
MTED 6200.	Mathematics Concepts for Elementary Teachers [2]
MTED 6250.	Advanced Teaching of Mathematics in Elementary Schools [3]

Creative Arts

HMED 6250.	Introduction to Arts Education [2]
------------	------------------------------------

Field Experiences

EDUC 6211.	Practicum in Literacy and Social Studies [1]
EDUC 6251.	Practicum in Mathematics and Science [1]
EDUC 7970.	Internship in Teaching [6]
EDUC 7971.	Internship Seminar [1]

Other Requirements for Licensure

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

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

TOTAL: 44 hours

Secondary Education (Grades 6–12 endorsement) Master's Degree Program with Licensure

Programs leading to licensure for secondary school teaching (grades 6–12) 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 6010.	Psychological Foundations of Education [3] (Also listed as PSY 334P in the Graduate School)
EDUC 6300.	Advanced Social and Philosophical Aspects of Education [3]
EDUC 6310.	Advanced Teaching in Secondary Schools [3]
EDUC 6510.	Principles of ELL Education [3]
SPED 7000.	Education and Psychology of Exceptional Learners [3]

Plus one of:

MTED 7330.	Introduction to Literacies in Mathematics [3]
SCED 7330.	Introduction to Literacies in Science [3]
SSED 7330.	Introduction to Literacies in Social Science [3]

Plus one of:

A content learning course

Plus one of:

Math: MTED 6370. Advanced Teaching of Mathematics in Secondary Schools [3]
 Science: SCED 6370. Advanced Teaching of Science in Secondary Schools [3]
 Soc. Sci: SSED 6370. Advanced Teaching of Social Sciences in Secondary Schools [3]

Field Experiences

EDUC 7972. Internship in Teaching: Secondary [6]
 MTED, SCED, SSED 6371. Practicum in Secondary Education III [1] (to be taken with methods course)
 MTED, SCED, SSED 7973. 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 6-12)

Professional Core for the English 6-12 program beginning in the summer: [12]

EDUC 6010. Psychological Foundations of Education [3]
 EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
 SPED 7000. Education and Psychology of Exceptional Learners [3]

Professional Core for the English 6-12 program beginning in the fall: [10]

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
 ENED 6010. Practicum [1] (to be taken w/ENED 3110- fall program only)
 ENED 6330. Social and Psychological Foundations of Adolescent Literacies [3]
 SPED 7000. Education and Psychology of Exceptional Learners [3]

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

EDUC 6310. Advanced Teaching in Secondary Schools [3]
 EDUC 6510. Principles of ELL Education [3]
 EDUC 7972. Internship in Teaching: Secondary [6]
 ENED 6310. Perspectives on English Language [3]
 ENED 6340. Reading and Learning with Print and New Media [3]
 ENED 6360. Literature, Popular Culture, and New Media [3]
 ENED 6370. Teaching Literature and Media to Adolescents [3]
 ENED 6371. Practicum in Secondary Education [1]
 ENED 6380. Teaching Writing and Multimedia Composition [3]
 ENED 7973. 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 with the Screening II application. **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. 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 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. 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. The number and types of tests differ according to the endorsement being sought: for example, the elementary K-5 endorsement requires three tests; the history endorsement requires one test. Tests are expensive. See details at 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 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.

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. By registration, students acknowledge the authority of the Peabody Honor Council.

All Peabody graduate students (i.e., those seeking the Ph.D. degree) are under the jurisdiction of the Graduate Honor Council. All Peabody professional students (i.e., those seeking M.Ed., M.P.P., or Ed.D. degrees) are under the jurisdiction of the Peabody Honor Council.

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.”

Electronic Professional Degree Audits

Degree seeking students will access their electronic degree audits on the Your Enrollment Services (YES) program available on the Vanderbilt University website. A *Request for Degree Audit Substitution* form must be submitted for any deviation in possible courses listed to fulfill major requirements. Once a student has fulfilled all course and grade point average requirements and successfully completed the final assessment for the major, the degree audit will be satisfied.

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. A grade of M is assigned if a student has missed the final examination. 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.

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.

Sudden Academic Insufficiency

Any student who fails by a wide margin to reach prescribed levels of academic achievement, either at the end of a semester or at mid-semester, or who has been placed on probation more than once is reviewed by the Peabody Office of Academic Services. This office, in conjunction with the student's director of graduate studies, considers each case within the general guidelines for maintenance of satisfactory academic standing. The student may be required to take an academic probationary leave of absence, or the student may be dismissed from the university.

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. and M.P.P. Degree Programs

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

Thirty applicable graduate-level hours must be transferred to this degree program from a regionally accredited institution. Grades of B or better or grades of P, S, or CR will transfer if approved by the department.

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 Vanderbilt University Center for Data Management (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, 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) or IELTS (International English Language Testing System) scores unless they have demonstrated competence while attending an American institution. TOEFL and IELTS scores do not substitute for GRE or MAT scores.

Application Procedure

The application process is online and may be initiated at the Peabody College website (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 Vanderbilt University 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:

Vanderbilt University
Center for Data Management
PMB 407833
2301 Vanderbilt Place
Vanderbilt University
Nashville, Tennessee 37240-7833
U.S.A.

When the application has been submitted and all supporting credentials have been received and reviewed by the appropriate departmental admission committee, the applicant will be notified via email 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.

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 either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) 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 or IELTS scores. Both tests are administered at test centers throughout the world at different times during the year. The minimum acceptable score on the TOEFL is 550 for the paper version, 213 for the computer version, and 80 for the Internet-based version. The minimum acceptable score on the IELTS is a composite score of 7.0 with no band score below 6.5. TOEFL and IELTS test scores should be sent to the Vanderbilt University Center for Data Management.

English Instruction: International Student Assessment and Course Requirements. As part of our commitment to support graduate learning, Peabody College works closely with the Vanderbilt English Language Center (ELC). Students will be enrolled in U.S. Education Concepts and Communication (USECC) in their first semester to ensure they quickly adapt to the Peabody environment.

Main USECC Objectives:

- Understand educational concepts in the context of the U.S. educational system
- Communicate effectively in presentations and discussions
- Develop confidence in participating in graduate-level academic discourse
- Explore and use educational research tools

In addition, this course provides an important introduction to U.S. education history, social context, and policies, as well as information specific to Peabody College. The course fee is \$100.

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 Vanderbilt University Center for Data Management. World Education Services (WES) is the preferred agency used by Peabody College. A WES evaluation is not required for the application.

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 Vanderbilt University Center for Data Management. 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).

Financial Information

Tuition for professional students at Peabody College for the academic year 2016/2017 is \$1,596 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 (2016/2017)

Student health insurance	3,064
Student activities and recreation fees (estimate)	438
Thesis binding (two copies)	25
Recorded audit	10
One-time transcript fee	30
Matriculation deposit	250

Payment of Tuition and Fees

Tuition, fees, and all other university charges incurred prior to or at registration are due and payable by August 17, 2016, for the fall semester and January 3, 2017, 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 \$25 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 2016 Withdrawal/Refund Schedule

Week 1	August 24–August 31	100%
Week 2	September 1–September 7	90%
Week 3	September 8–September 14	85%
Week 4	September 15–September 21	80%
Week 5	September 22–September 28	75%
Week 6	September 29–October 5	65%
Week 7	October 6–October 12	60%
Week 8	October 13–October 19	50%
Week 9	October 20–October 26	45%
Week 10	October 27–November 2	40%

Fall Break October 13–14

No refund after November 2, 2016

Spring 2017 Withdrawal/Refund Schedule

Week 1	January 9–January 16	100%
Week 2	January 17–January 23	90%
Week 3	January 24–January 30	85%
Week 4	January 31–February 6	80%
Week 5	February 7–February 13	75%
Week 6	February 14–February 20	65%
Week 7	February 21–February 27	60%
Week 8	February 28–March 15	50%
Week 9	March 16–March 22	45%
Week 10	March 23–March 24	40%

Spring Break March 4–12

No refund after March 24, 2017

Tuition Payment Programs

The VANDY Plan is a monthly payment option available through Higher One. Pamphlets describing this plan are available on request from the Office of Student Accounts or the Office of Student Financial Aid or visit vanderbilt.edu/stuacct.

Late Payment of Fees

All charges not paid by the specified due dates will be assessed a late payment fee each month of \$1.50 on each \$100 owed with a minimum of \$5.00.

Activities and Recreation Fees

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Vanderbilt Recreation and Wellness 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 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. 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. Many 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.

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 Office of Student Financial Aid and Scholarships awards all forms of federal aid, which include, but are not limited to Federal Direct Stafford Loans, Perkins Loans, and Federal Work-Study, as well as alternative loans.

Courses of Study

Explanation of Symbols

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

1000 to 4999-level courses carry undergraduate credit.

5000 to 9000-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
EHELP	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 Policy and Management
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
SPEDE	Early Childhood Special Education
SPEDG	Gifted
SPEDH	High Incidence/Interventionist
SPEDS	Severe
SPEDV	Visual Impairment
SSED	Social Studies Education

Human and Organizational Development

CHAIR Paul W. Speer

DIRECTOR OF GRADUATE STUDIES Douglas D. Perkins

PROFESSORS EMERITI Vera A. Stevens Chatman, Joseph J.

Cunningham, Paul R. Doeckci, Robert B. Innes

PROFESSORS Sandra Barnes, Craig Anne Heflinger, Velma McBride-

Murry, Douglas D. Perkins, Marybeth Shinn, Paul W. Speer

RESEARCH PROFESSOR Mark W. Lipsey

PROFESSOR OF THE PRACTICE Sharon L. Shields

ASSOCIATE PROFESSOR EMERITUS Richard L. Percy

ASSOCIATE PROFESSORS Mark D. Cannon, James C. Fraser, Maury Nation

RESEARCH ASSOCIATE PROFESSOR Emily Tanner-Smith

ASSOCIATE CLINICAL PROFESSOR Brian A. Griffith

ASSOCIATE PROFESSOR OF THE PRACTICE Andrew J. Finch

ASSISTANT PROFESSORS Kimberly D. Bess, Ashley Carse, David K.

Diehl, Anjali Forber-Pratt, Sara Safransky

RESEARCH ASSISTANT PROFESSOR Carol Nixon

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

Gilchrist, Heather L. Smith, Sarah V. Suiter

PRINCIPAL SENIOR LECTURER Andrew J. Van Schaack

LECTURERS Susan K. Friedman, 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 49.

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. Some CDA students pursue doctoral study upon graduation. 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 6100 Master's ProSeminar: Becoming a Change Agent [3]

HOD 6210 Community Inquiry [3]

HOD 7210 Special Topic: Community Development Theory [3]

HOD 6600 Pre-Practicum for Community Development and Action [3]

HOD 8100 Theories of Inequality, Diversity, and Social Justice [3]

or

HOD 6500 Diverse Populations [3]

CDA CORE THEORY COURSES *6 hours—Required*

Examples of theory courses include:

HOD 7300 Ethics of Community Research and Action [3]

HOD 7400 Community Intervention and Change [3]

HOD 7600 Global Dimensions of Community Development [3]

HOD 6400 High Poverty Youth: Improving Outcomes [3]

CDA CORE SKILL COURSES *6 hours—Required*

Examples of skill courses include:

HOD 6200 Program Evaluation [3]

HOD 7700 Development Project Design and Evaluation [3]

HOD 6300 Action Research [3]

HOD 6420 Special Topic: Non-Profit Management and Strategy [3]

HOD 7500 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 6460 Language, Education and Diversity [3]

EDUC 6100 Development in Context: The Effects of Poverty [3]

HOD 7120 Human Development and Preventative Intervention [3]

PSY-PC 6460 Brain, Development, and Cognition [3]

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

Dual Degree Program in CDA and Divinity

The dual degree program between Peabody College and the Vanderbilt Divinity School (VDS) will allow students to pursue a master of education (M.Ed.) in community development and action (CDA) while also pursuing either a master of theological studies (M.T.S.) or a master of divinity (M.Div.) from VDS. The dual degree program allows students to gain the advantages of both degrees and schools and draws on the common interest of CDA and VDS in promoting ethical, effective, and sustainable community-level change. The dual degree program enables students to complete the M.Ed./M.T.S. in three years and the M.Ed./M.Div. in four years, saving one year in school for both scenarios. For both versions of the dual degree program, students must apply and be admitted to Peabody and to the Divinity School. More information about the dual degree program can be obtained from the CDA director, the Divinity School admissions department, or online at divinity.vanderbilt.edu/degrees/CDA dualdegree.php.

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, 2021.

The school counseling program is also accredited as part of the institutional accreditation awarded by the Council for the Accreditation of Educator Preparation (CAEP). 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 6010. Theories of Counseling [3]
 HDC 6100. Career Counseling [3]
 HDC 6110. Appraisal and Assessment [3]
 HDC 6120. Social, Legal and Ethical Issues in Counseling [3]
 HDC 6130. Developmental Counseling Psychology [3]
 HDC 6150. Counseling Diverse Populations [3]
 HDC 6160. Group Dynamics [3]
 HDC 6440. Advanced Developmental Counseling [3]
 HDC 7810. Research in Counseling [3]

FIELD EXPERIENCE 12 hours

HDC 6330. Pre-practicum [3]
 HDC 7950 or 7951. Practicum [3]
 HDC 7980 or 7981. Internship [3]
 HDC 7980 or 7981. Internship [3]

CLINICAL MENTAL HEALTH COUNSELING TRACK 12 hours

HDC 6400. Foundations of Clinical Mental Health Counseling [3]
 HDC 6430. Diagnosis and Treatment Using the DSM [3]

Choose two of three below:

HDC 6410. Marriage and Family Counseling [3]
 HDC 6420. Trauma: Impact and Intervention [3]
 HDC 6340. Addictions and the Human Service Professional [3]

SCHOOL COUNSELING TRACK *6 hours*

HDC 6200. Special Topic: Foundations of Professional School Counseling and Guidance [3]

HDC 7500. Special Topic: Exceptional Education and the DSM for School Counselors [3]

ELECTIVES

CLINICAL MENTAL HEALTH COUNSELING TRACK *9 hours*

SCHOOL COUNSELING TRACK *6 hours*

HDC 6220. Counseling for College Access, Admissions, and Completion [1-3]

HDC 6310. Developmental Approach to Personal Loss and Grief [3]

HDC 6320. Theories and Techniques of Counseling with Children and Adolescents [3]

HDC 6340. Addictions and the Human Service Professional [3]

HDC 6410. Marriage and Family Counseling [3]

HDC 6420. Trauma: Impact and Intervention [3]

HDC 6430. Diagnosis and Treatment Using the DSM [3]

HDC 7300. Cognitive Behavior Therapy and Related Evidence-based Approaches in Practice [3]

TOTAL MINIMUM HOURS:

48 hours (School Counseling Track)

60 hours (Clinical Mental Health Counseling Track)

Leadership, Policy, and Organizations

CHAIR Ellen B. Goldring

DIRECTOR OF GRADUATE STUDIES Gary T. Henry

DIRECTOR OF UNDERGRADUATE STUDIES Mark Cannon

PROFESSORS EMERITI R. Wilburn Clouse, Robert Crowson, James W. Guthrie, Steve Heyneman

PROFESSORS John M. Braxton, Ellen B. Goldring, Caroline J. Heinrich, Gary T. Henry, Joseph Murphy

PROFESSOR OF THE PRACTICE EMERITA Janet Eyster

ASSOCIATE PROFESSORS Robert Dale Ballou, Mark D. Cannon, William R. Doyle, Jason Grissom, Christopher P. Loss, Claire E. Smrekar

ASSOCIATE PROFESSORS OF THE PRACTICE Xiu Chen Cravens, Christine Quinn Trank

ASSISTANT PROFESSORS Angela Boatman, Christopher Candelaria, Mimi Engel, Brent Evans, Joanne W. Golann, Adela Soliz, Matthew G. Springer

RESEARCH ASSISTANT PROFESSOR Marisa Cannata

ASSISTANT PROFESSORS OF THE PRACTICE Brian L. Heuser, David Laird, Catherine Gavin Loss, Dayle A. Savage, Patrick Schuermann

SENIOR LECTURERS José Cossa, Susan Kochinowski, Brenda McKenzie

LECTURERS Corbette Doyle, Rachel Robinson

RESEARCH ASSOCIATE Mollie Rubin

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 seven program areas:

Educational Leadership and Policy (Ed.D.)

Higher Education Leadership and Policy (Ed.D.)

Higher Education Administration (M.Ed.)

Independent School Leadership (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 51.

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, school improvement, resource allocation and deployment, and analytic data tools. The Ed.D. program culminates in a capstone experience during the third and final year of the doctoral study. 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 8110. Advanced Leadership Theory and Behavior [3]

EHLP 8120. Advanced Learning and Performance in Organizations [3]

Fall 1

EHLP 8130. Advanced Organizational Theory and Behavior [3]

ELP 8150. Leadership for School Improvement [3]

Spring 1

EHLP 8810. Decision Analysis I—Logic of Systematic Inquiry [3]

EHLP 8140. Social Context of Education [3]

Year 2

Summer 2

EHLP 8851. Decision Analysis II—Quantitative [3]

ELP 8210. Resource Allocation and Deployment [3]

Fall 2

EHLP 8820. Decision Analysis III—Qualitative [3]

ELP 8220. Educational Accountability and Student Assessment [3]

Spring 2

ELP 8230. Politics and Governance in Education [3]

ELP 8240. K-12 Education Law [3]

Year 3

Summer 3

EHLP 8830. Decision Analysis IV—Program Analysis and Policy Evaluation [3]

ELP 9330. Teachers and Teaching [3]

Fall 3

EHLP 9340. International Issues in Education Policy [3]

EHLP 9992. Capstone Experience [3]

Spring 3

ELP 9500. Diverse Learners and At-Risk Students [3]

EHLP 9992. 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 84-hour Ed.D. program in Higher Education Leadership and Policy equips practitioners with a variety of theoretical and research-based perspectives to assure the effective operation of colleges and universities and related higher education organizations. Ed.D. students focus on colleges, universities as organizations, the college student experience, public policy and higher education, the economics and finance of higher education, and international higher education. The Ed.D. program culminates in a capstone experience during the third and final year of the doctoral study. 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 8110. Advanced Leadership Theory and Behavior [3]

EHLP 8120. Advanced Learning and Performance in Organizations [3]

Fall 1

EHLP 8130. Advanced Organizational Theory and Behavior [3]

HLP 8150. The Academic Profession [3]

Spring 1

EHLP 8810. Decision Analysis I—Logic of Systematic Inquiry [3]

EHLP 8140. Social Context of Education [3]

*Year 2**Summer 2*

EHLP 8851. Decision Analysis II—Quantitative Research [3]

HLP 8210. Advanced College and University Management [3]

Fall 2

EHLP 8820. Decision Analysis III—Qualitative Research [3]

HLP 8220. Public Policy and Higher Education [3]

Spring 2

HLP 8230. Advanced Nature and Function of Higher Education [3]

HLP 8240. The College Student: Advanced [3]

*Year 3**Summer 3*

HLP 9310. College and University Finance [3]

EHLP 8830. Decision Analysis IV—Education Policy and Program Evaluation [3]

Fall 3

EHLP 9340. International Issues in Education Policy [3]

EHLP 9992. Capstone Experience [3]

Spring 3

HLP 9500. Special Topics: Issues in Higher Education [3]

EHLP 9992. 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.)

The program in Higher Education Administration is designed for students who seek entry-level administrative positions in colleges and universities and in state agencies and non-profits that work in the higher education sector. Students who pursue a master's degree in higher education administration focus their studies in three areas of concentration: student affairs, enrollment management, and general administration and policy. Students choose a concentration area based on their professional interests and aspirations. 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 *12 hours*

HEA 6010. College and University Management [3]

HEA 6020. Nature and Function of Higher Education [3]

HEA 6030. Post Secondary Access [3]

HEA 6040. State and Federal Government in Higher Education [3]

METHODS CORE *6 hours*

LPO 7860. Research Design and Data Analysis I [3]

LPO 7870. Research Design and Data Analysis II [3]

PRACTICUM *3 hours*

HEA 7950. Practicum in Higher Education Administration [3]

CONCENTRATION AREA *6 hours*

Students choose one or two concentrations from the following areas: enrollment management, student affairs, and general administration and policy. Course requirements are listed below.

ELECTIVES *9 hours*TOTAL MINIMUM HOURS: *36 hours*

Student Affairs

The concentration in student affairs is targeted at those students 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.

STUDENT AFFAIRS *6 hours*

HEA 6500. Practice of Student Affairs [3]

HEA 6510. Theory of Student Affairs [3]

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 that shape the enrollment management process. Graduates of this program will be prepared for work in admissions offices, development, student affairs, or institutional research, among other options.

ENROLLMENT MANAGEMENT CONCENTRATION *6 hours*
 HEA 6110. Introduction to Enrollment Management [3]
 HEA 6100. Practice of Enrollment Management [3]

General Administration and Policy

The concentration in general administration and policy is designed for students who wish to combine the study of higher education administration with an interest in another substantive area or discipline. Students in this area work closely with their academic adviser to select two courses (6 hours) that meet their professional interests and aspirations.

GENERAL ADMINISTRATION AND POLICY *6 hours*
 Two courses selected with the assistance of the adviser

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. Students must pass a comprehensive exam at the end of the second summer.

Degree Requirements

YEAR 1—SUMMER *12 hours*

ISL 6110. Leadership and Learning in Independent Schools [3.5]
 ISL 6120. Admissions and Financial Aid in Independent Schools [1.5]
 ISL 6130. Finance, Governance, and Organization [2.5]
 ISL 6140. Institutional Advancement in Independent Schools [2]
 ISL 6150. Systematic Inquiry in Independent Schools [2.5]

YEAR 1—FALL *3 hours*

ISL 6940. Site-based Action Research in Independent Schools [3]

YEAR 1—SPRING [3]

ISL 6940. Site-based Action Research in Independent Schools [3]

YEAR 2—SUMMER [12]

ISL 7210. Historical, Fiscal, and Legal Dimensions of Independent Schools. [3]

ISL 7220. Organizational and Human Capital Development [2]

ISL 7230. Educating the Whole Child [1.5]

ISL 7240. Innovations and Learning [2.5]

ISL 7250. Leadership and Learning Spectrum [3]

International Education Policy and Management (M.Ed.)

The International Education Policy and Management program equips students with the skills and knowledge to become change makers in the field of international education (K-12 and higher education) and human and economic development. Students gain a solid theoretical and practical understanding of public policy issues facing education systems and non-formal learning environments in diverse contexts around the

world. Through core courses that provide a strong foundation in education research and data analysis with a focus on practical application, students are prepared to critically address salient issues within international education, including relationships between education and economic growth, social cohesion, global health, and other dimensions of human development. To meet the degree requirements, students must take a minimum of 36 hours of course work, satisfy practicum requirements, and complete the final assessment.

Degree Requirements

INTERNATIONAL EDUCATION POLICY AND MANAGEMENT CORE
12 hours

IEPM 6110. International Organizations and Economic Development [3]

IEPM 6120. International Issues in K-12 Education [3]

IEPM 6130. Comparative Issues in Higher Education [3]

IEPM 6140. Education and Economic Development [3]

METHODS *6 hours*

LPO 7860. Research Design and Data Analysis I [3]

LPO 7870. Research Design and Data Analysis II [3]

Other choices made in consultation with program adviser.

PRACTICUM *0-3 hours*

IEPM 7950. Practicum in Education [0-3]

ELECTIVES *15-18 hours*

EDP 6110. Politics of Policymaking [3]

EDP 6140. Economics of Education/Education Policy [3]

EDP 6220. Urban Education and Social Policy

EDP 7880. Education Policy and Program Evaluation [3]

ELP 8210. Resource Allocation and Deployment [3]

ELP 8220. Educational Accountability and Student Assessment [3]

ELP 8230. Politics and Governance in Education [3]

HEA 6010. College and University Management [3]

HEA 6110. Introduction to Enrollment Management [3]

HEA 6310. College and University Finance [3]

IEPM 6200. Educ Asia-Pacific: Development, Reform, and Innovation [3]

LOP 6130. Strategy and Analytics I [3]

LOP 6140. Strategy and Analytics II [3]

LOP 6270. Leading Globally Diverse Organizations [3]

LPO 7200. Grants, Policy, and Administration [3]

Or other elective courses selected in consultation with the program adviser.

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. dual degree program. Available through Vanderbilt University School of Medicine and Peabody College, the dual 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 6110. Organizational Theory and Behavior [3]
LOP 6120. Learning Organizations [3]
LOP 6130. Strategy and Analytics I [3]
LOP 6140. Strategy and Analytics II [3]
LOP 6150. Evaluation of Organizational Performance [3]

INTERNSHIP/CAPSTONE *3 hours*

LOP 7980. Internship in Leadership and Organizational Performance [0]
LOP 7990. Applied Experience [3]

ELECTIVES *18 hours*

LOP 6200. Learning and Performance in Organizations [3]
LOP 6210. Design of Human Resource Development Programs [3]
LOP 6220. Consultation Skills [3]
LOP 6230. Organizational Development [3]
LOP 6240. Leading and Facilitating Groups [3]
LOP 6250. Human Resource Planning and Business Processes [3]
LOP 6260. Executive Coaching [3]
LOP 6270. Leading Globally Diverse Organizations [3]
LOP 6280. Organizational and Corporate Communication [3]
EDP 6150. Public Leadership [3]
LPO 7200. 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 M.P.P. Students in the M.P.P. program explore a practice-focused curriculum grounded in social science research and study the social, economic, political, and historical context of contemporary education policy. The 36-hour, multidisciplinary M.P.P. program comprises a policy core, data analysis and methods sequence, and specialty concentrations in K-12 policy, higher education policy, or quantitative research methods. All M.P.P. students complete a field-based practicum experience and apply the content knowledge and analytical skills derived from M.P.P. course work to professionally based policy work. A culminating policy paper approved by the M.P.P. faculty completes the practicum experience.

The M.P.P. program offers three areas of concentration:

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

Degree Requirements for K-12 Policy and Higher Education Policy Concentrations

POLICY CORE *12 hours*

EDP 6110. Politics of Policymaking [3]
EDP 6120. Education Policy and School Reform [3]
EDP 6130. American Education History and Policy [3]
EDP 6140. Economics of Education [3]

Students concentrating in higher education policy may substitute the following for any of the first three courses above:
HEA 6020. Nature and Function of Higher Education [3]

METHODS *9 hours*

LPO 7860. Research Design and Data Analysis I [3]
LPO 7870. Research Design and Data Analysis II [3]
EDP 7880: Education Policy and Program Evaluation [3]

POLICY ELECTIVES *12 hours*

EDP 6220. Urban Education and Social Policy [3]
ELP 8150. International K-12 Reform [3]
ELP 8210. Resource Allocation and Deployment [3]
ELP 8220. Educational Accountability and Assessment [3]
ELP 8240. K-12 Education Law [3]
HEA 6010. College and University Management [3]
HEA 6310. College and University Finance [3]
HLP 8220. Public Policy and Higher Education [3]
IEPM 6130. Comparative Issues in Higher Education [3]
IEPM 6140. Education and Economic Development [3]
LPO 7200. Grants Policy and Administration [3]
Or other elective courses selected in consultation with program adviser

PRACTICUM *3 hours*

EDP 7950. Practicum in Education Policy [0-3]

TOTAL MINIMUM HOURS: *36 hours*

Degree Requirements for Quantitative Methods Concentration

POLICY CORE *12 hours*

EDP 6110. Politics of Policymaking [3]
EDP 6120. Education Policy and School Reform [3]
EDP 6130. American Education History and Policy [3]
EDP 6140. Economics of Education [3]

Students concentrating in higher education policy may substitute the following for any of the first three courses above:
HEA 6020. Nature and Function of Higher Education [3]

METHODS *15 hours*

LPO 7810. Causal Inference
LPO 8810. Research Design and Methods of Education Policy
LPO 8851. Regression I
LPO 8852. Regression II
PSY 8861. Statistical Inference

POLICY ELECTIVES *9 hours*

EDP 6220. Urban Education and Social Policy [3]
ELP 8150. International K-12 Reform [3]
ELP 8210. Resource Allocation and Deployment [3]
ELP 8220. Educational Accountability and Assessment [3]
ELP 8240. K-12 Education Law [3]
HEA 6010. College and University Management [3]
HEA 6310. College and University Finance [3]
HLP 8220. Public Policy and Higher Education [3]
IEPM 6130. Comparative Issues in Higher Education [3]
IEPM 6140. Education and Economic Development [3]
LPO 7200. Grants Policy and Administration [3]
Or other elective courses selected in consultation with program adviser

PRACTICUM *0 hours*

EDP 7950. Practicum in Education Policy [0]

TOTAL MINIMUM HOURS: *36 hours*

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

Students with strong dual interests in public policy and law may apply to the J.D./M.P.P. dual degree program. Available

through Vanderbilt Law School and Peabody College, the dual 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 and higher education leadership and policy. 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

CHAIR Amy Needham

DIRECTOR OF GRADUATE STUDIES Daniel T. Levin

PROFESSORS EMERITI Leonard Bickman, Penelope H. Brooks, David S. Cordray, Carl Haywood, Robert Innes, James Hogge, Kathleen V. Hoover-Dempsey, Howard M. Sandler, James H. Steiger

PROFESSORS Camilla P. Benbow, David A. Cole, Bruce E. Compas, Elizabeth Dykens, Dale C. Farran, Judy Garber, Steve D. Hollon, Ann P. Kaiser, Daniel T. Levin, David Lubinski, Amy Needham, John J.

Reiser, Joseph Lee Rodgers III, Tedra Ann Walden, Lynn S. Walker

ASSOCIATE PROFESSORS Laura R. Novick, Kristopher Preacher, Bethany Rittle-Johnson, Megan M. Saylor, Craig A. Smith, Georgene Troseth, Bahr Weiss

ASSOCIATE CLINICAL PROFESSOR Nina G. Martin

ASSISTANT PROFESSORS Sun-Joo Cho, Lisa K. Fazio, Jonathan Lane, Gavin Price, Sonya Sterba

ASSISTANT CLINICAL PROFESSOR Vicki S. Harris

ASSOCIATE CLINICAL PROFESSOR Francis Joseph McLaughlin III

ASSISTANT PROFESSOR OF THE PRACTICE Allison Bender, Susan Douglas, Michelle M. Reising

SENIOR LECTURERS Chase Lesane-Brown, Julia Noland, Leigh Wadsworth

LECTURER Shane Hutton

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 (applied and research tracks), clinical psychological assessment, and quantitative methods.

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 57.

Programs in the Department

Master of Education Program in Child Studies

The Master of Education (M.Ed.) in Child Studies program is designed to train knowledgeable practitioners and researchers in a range of fields related to child and adolescent development. Through the program coursework, students are provided graduate preparation and supervisory experience pertinent to career development or further graduate/professional study involving children, adolescents, families, schools, and related community service.

The 36-hour master's program consists of 24–30 credit hours of core curriculum course work focused on child development, developmental theory, and research methodology. Additionally, 6–12 credit hours of elective coursework are individually tailored to each student's personal interests and professional goals and cover such areas of concentration as clinical psychology, developmental psychology, pediatric health care, developmental disabilities and early intervention services, applied behavioral analysis, early childhood, child advocacy and public policy, youth development, and poverty and interventions. In addition to traditional classroom preparation, students complete a number of practicum field placements, integrated into their program of studies, during which they receive hands-on real-world experiences working alongside professionals from a variety of fields within the community or professors and research mentors within the university.

All students choose to complete one of two tracks, the applied professional track or the empirical research track. The applied professional track is well-suited for students who are interested in working directly with children and families in practitioner roles (e.g., board certified behavior analysts, child life specialists, youth and family program developers). The empirical research track is designed for students who are interested in enrolling eventually in doctoral programs (e.g., Ph.D., Psy.D., Ed.D. in clinical, counseling, developmental, educational, cognitive psychology) or pursuing careers in research. Both options require that students become skilled in integrating the most current child development research and theory with effective practice in professional, academic, or clinical settings. Within each track, additional areas of concentration (e.g., clinical psychology, developmental psychology, child and family services, etc.) allow for further specialization. The degree culminates in a capstone comprehensive project exam that reflects the unique set of academic and professional experiences that comprise each individual student's program of studies and are directly relevant to the student's development and personal goals.

The core child studies curriculum (24 hours) for students in the applied professional track includes the following:

PSY-PC 6010. Applied Child Studies [3]

PSY-PC 6020. Advanced Applied Child Studies [3]

PSY-PC 7850. Child Development Practicum: Applied Professional [6]
or

PSY-PC 7950. Child Development Practicum: Applied Professional [3]
and PSY-PC 7980. Internship in Applied Child Studies

Two advanced courses in Developmental Theory and Content [6]

Two advanced courses in Research Methodology or Statistics [6]

The core child studies curriculum (30 hours) for students in the empirical research track includes the following:

PSY-PC 6010. Applied Child Studies [3]
 PSY-PC 6020. Advanced Applied Child Studies [3]
 PSY-PC 7951. Child Development Practicum: Empirical Research [6]
 PSY-PC 7850. Research Methods in Developmental Psychology [3]
 PSY-GS 8861: Statistical Inference [3] (or approved substitute)
 Two advanced courses in Developmental Theory and Content [6]
 Two advanced courses in Research Methodology or Statistics [6]

The remaining credit hours in both tracks 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 (e.g., pediatric health, family intervention, clinical psychology).

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 6460 Language, Education and Diversity [3]
 EDUC 6100 Development in Context: The Effects of Poverty [3]
 HOD 7120 Human Development and Preventative Intervention [3]
 PSY-PC 6560 Brain, Development, and Cognition [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. At its most basic level, the two-year (48-hour) graduate program in Clinical Psychological Assessment prepares students to become highly qualified psychometrists. Students will be trained in the administration, interpretation, and reporting-writing assessment of cognitive function, behavior, personality, and psychopathology. Graduates may seek employment in:

- Community mental health centers
- Hospitals
- Other health, mental health, government, and social service 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 portfolio will be required instead of a thesis.

The curriculum and practicum are designed to meet at a minimum certification requirements for the Certified Psychological Assistant (CPA), the current master's level psychology certification in Tennessee. Certified Psychological Assistants in the state of Tennessee can practice under the supervision of a licensed clinical psychologist. There are currently many states that license or certify 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 8858. Statistics
 PSY-PC 6420. Cognitive Assessment
 PSY-PC 6410. Professional Ethics in Clinical Psychology
 PSY-GS 8876. Psychological Measurement
 PSY-PC 6430. Psychological Assessment: Personality and Psychopathology
 PSY-PC 7500: Special Topics: Clinical Psychological Assessment Practicum (2 semesters)
 One course in biological bases of behavior
 Two courses in developmental psychology

ELECTIVE COURSES

Five courses in substantive or applied psychology topics may include:
 PSY-GS 8100. Behavioral Pediatrics and Child Health Psychology
 PSY-GS 8420. Seminar in Clinical Psychology: Cognitive Therapy for Depression and Related Disorders
 PSY-GS 8120. Psychological Interventions with Children
 PSY-GS 8500. Special Topics: Psychobiology of Stress and Coping
 PSY-PC 6440: Becoming an Evidence-Based Practitioner
 PSY-PC 7500. Special Topic: Cognitive Education Neuroscience

Clinical Practicum in Assessment

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 in a variety of settings.

Final Comprehensive Assessment

Students compile a portfolio of their two-year graduate training experience. The portfolio is a collection of work-related products, organized in a systematic manner, that demonstrate what the student has achieved. This includes practice-related skills that are traditionally difficult to measure through traditional examinations. The portfolio will be evaluated by CPA faculty to determine student achievement of expected competencies and readiness for graduation.

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 8861 and 8864, 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 8855

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 8850. Advanced Topics in SEM
 PSY-GS 8850. Exploratory Data Analysis
 PSY-GS 8850. Nonparametric Statistics
 PSY-GS 8867. Multivariate
 PSY-GS 8870. Correlation and Regression
 PSY-GS 8873. Structural Equation Modeling
 PSY-GS 8876. Psychological Measurement
 PSY-GS 8879. Factor Analysis
 PSY-GS 8880. Introduction to IRT
 PSY-GS 8881. Advanced IRT
 PSY-GS 8882. Multilevel Modeling
 PSY-GS 8885. Applied Latent Class and Mixture Modeling
 PSY-GS 8888. Latent Growth Curve Modeling

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 nonhuman species are conducted to learn about the development of cognition, perception, social behavior, and language.

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

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

Quantitative Methods (Ph.D. in Psychology)

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

Special Education

CHAIR Joseph H. Wehby
 DIRECTOR OF GRADUATE STUDIES Robert M. Hodapp
 DIRECTOR OF PROFESSIONAL STUDIES Alexandra Da Fonte
 PROFESSORS EMERITI Anne L. Corn, Joseph J. Cunningham, H. Floyd Dennis, Jr., Randall K. Harley, Carolyn Hughes, Daniel J. Reschly, Mark Wolery
 PROFESSORS Erik William Carter, Laurie Cutting, Donna Ford, Douglas Fuchs, Lynn S. Fuchs, Mary Louise Hemmeter, Robert M. Hodapp, Ann P. Kaiser, Paul J. Yoder
 RESEARCH PROFESSOR Ted S. Hasselbring
 PROFESSOR OF THE PRACTICE Kimberly J. Paulsen

ASSOCIATE PROFESSORS Deborah D. Hatton, Jeanne Wanzek, Joseph H. Wehby
 ASSOCIATE PROFESSOR OF THE PRACTICE Naomi Chowdhuri Tyler
 ASSISTANT PROFESSORS Erin Barton, Victoria Knight, Jennifer Ledford, Christopher Lemons, Blair Lloyd
 RESEARCH ASSISTANT PROFESSORS G. Nicole Davis, Sandra Jo Wilson
 ASSISTANT PROFESSORS OF THE PRACTICE Karen Blankenship, Andrea M. Capizzi, Alexandra Da Fonte, Joseph Lambert, Tamra Stambaugh

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 58.

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) early childhood special education, (b) high-incidence disabilities (intervention specialist) programs (emphasis in learning disabilities and behavioral disorders), (c) severe disabilities programs (emphasis on multiple and severe disabilities), or (d) visual disabilities.

The high incidence (intervention specialist) is designed for those intending to work with children and young adults with learning disabilities, behavior disorders, and mild intellectual disabilities; the severe disabilities program is intended for those who wish to focus on working with children and young adults with intellectual disabilities, autism, and multiple 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 5000–8000-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

EARLY CHILDHOOD SPECIAL EDUCATION

SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPEDE 7100. Advanced Issues in Family Intervention
 SPEDE 7400. Instruction and Learning in Early Childhood Special Education
 SPEDE 7450. Screening and Assessment in Early Childhood Special Education
 SPEDE 7500. Special Topic: Curriculum Design in Early Childhood Special Education
 SPEDE 7600. Recommended Practices in Early Elementary Grades for Students with Disabilities
 SPEDE 7951. Field Work in Early Childhood Special Education
 SPEDE 7953. Advance Field Work in Early Childhood Special Education
 SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities
 SPEDS 7700. Characteristics of Students with Intellectual and Multiple Disabilities

INTERVENTION SPECIALIST: K–8

SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPED 7810. Research Methods in Special Education [3]
 SPEDH 7100. Trends and Issues in Learning Disabilities [3]
 OR
 SPEDH 7200. Trends and Issues for Students with Behavior Disorders [3]
 SPEDH 7300. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K–8
 SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties
 SPED 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7420. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities
 SPEDH 7953. Advanced Field Work in Special Education

INTERVENTION SPECIALIST: 6–12

SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPED 7810. Research Methods in Special Education [3]
 SPEDH 7100. Trends and Issues in Learning Disabilities [3]
 OR
 SPEDH 7200. Trends and Issues for Students with Behavior Disorders [3]
 SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: 6–12
 SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7400. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties
 SPED 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties
 SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities
 SPEDH 7953. Advanced Field Work in Special Education

INTENSIVE INTERVENTION SPECIALIST (Candidate must have licensure)

SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties
 SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPED 7810. Research Methods in Special Education [3]
 SPED 7962. Practicum: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties

SPED 7961. Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties
 SPEDH 7100. Trends and Issues in Learning Disabilities [3] OR
 SPEDH 7200. Trends and Issues for Students with Behavior Disorders [3]
 SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities
 SPEDH 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties
 SPEDH 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties
 SPEDH 7800. Collaboration, Ethics, and Leadership to Support Students with Severe and Persistent Academic and Behavior Disabilities

SEVERE DISABILITIES (LICENSURE: COMPREHENSIVE) 21 hours

SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPEDE 7100. Advanced Issues in Family Intervention [3]
 SPEDS 7100. Augmentative and Alternative Communication [3]
 SPEDS 7250. Methods of Instruction for Students with Intellectual and Multiple Disabilities [3]
 SPEDS 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities [3]
 SPEDS 7700. Characteristics of Students with Intellectual and Multiple Disabilities [3]
 SPEDS 7200. Advanced Access to General Education and Teaching Functional Academics [3]
 SPEDS 7300. Advanced Procedures for Transition to Adult Life [3]
 SPEDS 7710. Seminar: Current Issues in Autism and Severe Disabilities [3]

VISUAL DISABILITIES 27 hours

SPED 7400. Management Procedures for Academic and Social Behavior [3]
 SPED 8810. Introduction to Single-Subject Research Methodology [3]
 SPEDV 7510. Medical and Educational Implications of Visual Impairments [3]
 SPEDV 7520. Educational Procedures for Students with Visual Impairments [3]
 SPEDV 7530. Advanced Braille [2]
 SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments [3]
 SPEDV 7550. Orientation and Mobility Skills for Teachers of Students with Visual Impairments [3]
 SPEDV 7560. Characteristics and Instruction for Students with Multiple Disabilities Including Deaf-blindness [3]
 SPEDV 7570. Advanced Procedures for Students with Visual Impairments [3]
 SPEDV 7951. Field Work in Visual Impairments
 SPEDV 7953. Advanced Field Work in Visual Impairments

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

SPEDG 7620. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment [3]
 SPEDG 7630. Psychology of the Gifted Learner [3]
 SPEDG 7640. Educating Gifted Students: Adaptations of Curriculum and Instruction [3]
 SPEDG 7650. Organizational Structures and Planning of Gifted Programs [3]
 SPEDG 7660. 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 6010. Psychological Foundations of Education [3]
 SPED 7000. Education Psychology of the Exceptional Learner [3]
 SPED 7991. Extended Student Teaching [6]

Applied Behavior Analysis Certification Program

The Applied Behavior Analysis Certification Program is offered in conjunction with a primary specialization in early childhood special education, high incidence disabilities (intervention specialist), or severe disabilities (comprehensive licensure). This program 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 8810. Introduction to Single-Subject Research Methodology [3]
 SPED 7430. Administering Ethical Behavior Analytic Services [3]
 SPED 8400. Experimental Analysis of Behavior [3]
 SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Moderate Disabilities [3]
 SPED 7980. Internship in Special Education [1]

Choose 1 of these elective courses:

SPED 7810. Research Methods in Special Education [3]
 SPEDS 7250. Methods of Instruction for Students with Severe and Multiple Disabilities [3]
 SPEDE 7400. 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

CHAIR Rogers Hall
 ASSOCIATE CHAIR Barbara Stengel
 DIRECTOR OF GRADUATE STUDIES Melissa S. Gresalfi
 PROFESSORS EMERITI Jerold P. Bauch, Carolyn M. Evertson, Charles B. Myers, Victoria J. Risko, Robert S. Whitman
 PROFESSORS Douglas A. Clark, Paul A. Cobb, David K. Dickinson, Dale C. Farran, Rogers Hall, Robert Jimenez, Richard Lehrer, Deborah W. Rowe, Leona Schauble
 RESEARCH PROFESSORS Kathy Ganske, Virginia L. Shepherd
 PROFESSOR OF THE PRACTICE EMERITA Earline D. Kendall
 PROFESSORS OF THE PRACTICE Ana Christine DaSilva, Marcy Singer Gabella, Lisa Pray, Barbara Stengel
 ASSOCIATE PROFESSORS Amanda P. Goodwin, Melissa S. Gresalfi, Kevin M. Leander, Jeannette Mancilla-Martinez
 ASSOCIATE PROFESSORS OF THE PRACTICE Melanie Hundley, Ann M. Neely
 ASSISTANT PROFESSORS Nicole Joseph, Ebony O. McGee
 ASSISTANT PROFESSORS OF THE PRACTICE Teresa Dunleavy, Andrew Hostetler, Heather L. Johnson, Amy B. Palmeri
 SENIOR LECTURER Shannon Daniel, Catherine McTamane, Emily Pendergrass
 LECTURERS Margaret Cagle, Andrea W. Henrie, Deborah Lucas Lehrer, Kristen Weeks Neal, Jeanne H. Peter

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 63.

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 international settings. Students are required to complete a capstone project.

PROFESSIONAL CORE FOR EITHER STRAND OF THE ELL M.ED. PROGRAM 9 hours

At least two of the following four areas must be represented. (EDUC 6520 and EDUC 6540 can be counted toward both the professional core and the ELL core.)

Area 1. HUMANISTIC DIMENSIONS OF EDUCATION

EDUC 6050. Parents, the School, and the Community [3]
 EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
 EDUC 6520. Foundations for ELL Education [3]

Area 2. BEHAVIORAL STUDIES

EDUC 6010. Psychological Foundations of Education [3]
 EDUC 8200. Foundations in Learning and Development [3]
 PSY-GS 8400. Developmental Psychology [3]
 SPED 7000. Education and Psychology of Exceptional Learners [3]

Area 3. TEACHING STRATEGIES AND CURRICULUM

EDUC 6070. Foundations of Education [3]
 EDUC 6310. Advanced Teaching in Secondary Schools [3]
 EDUC 6540. Methods and Materials for ELL Education [3]
 EDUC 6080. Principles of Curriculum Development [3]

Area 4. ASSESSMENT AND RESEARCH TOOLS

EDUC 6040. Analysis of Teaching [3]
 EDUC 7810. Action Research in Education [3]
 EDUC 7990. Master's Thesis in Education [3]

ELL IN THE U.S. CORE 16 hours

EDUC 6520. Foundations for ELL Education [3]
 EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
 EDUC 6540. Methods and Materials for ELL Education [3]
 EDUC 6550. Assessment of ELL Students [3]
 EDUC 6521, 6541, 6551. Practicum for ELL Education [3]
 EDUC 7992. Capstone Seminar

TEACHING ELL IN THE U.S. FOREIGN LANGUAGE REQUIREMENT: Intermediate proficiency in a language other than English is required. Such proficiency can be demonstrated by completion of 6 hours of university credit (undergraduate credit can apply) in a foreign language at the intermediate level of proficiency (course work at the 2000 level or above), or show such competency by a language test (such as the ACTFL) or a Vanderbilt placement test taken in the target language.

TEACHING ELL IN THE U.S. ELECTIVES to meet the TOTAL MINIMUM HOURS of 31 hours

TEACHING ENGLISH INTERNATIONALLY

PROFESSIONAL CORE 9 hours (See list of core courses above)

TEACHING ELL INTERNATIONALLY CORE 16 hours

EDUC 6520. Foundations for ELL Education [3]
 EDUC 6540. Methods and Materials for ELL Education [3]
 EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
 EDUC 6550. Assessment of ELL Students [3]
 EDUC 6521, 6541, 6551. Practicum for ELL Education [3]
 EDUC 6560. Teaching English as a Foreign Language [3] OR SLS 6030. Foreign Language Learners and Teaching [3]
 EDUC 6565. Writer's Workshop for International Students [2] (required for students who graduated from a non-US degree program)
 EDUC 7992. Capstone Seminar (1)

TEACHING ELL INTERNATIONALLY ELECTIVES to meet the TOTAL MINIMUM HOURS of 31 hours

Master of Education Program in Learning and Design

The M.Ed. program in Learning and Design is intended for anyone who wants to get better at supporting learning—from high school students learning mathematics, to young children at museums, to urban planners learning how to design with input from urban residents, including youth. Our focus is on understanding HOW learning is happening across diverse cultural settings, and more importantly, how to enhance and support that learning. Our current students come from a range of backgrounds, including teachers looking to better understand disciplinary learning, those interested in policy and wishing to understand the context of learning, and designers seeking to ensure that their ideas are actually productive. The space of topics is deliberately open. Our graduates choose careers that range widely: from returning to the classroom to becoming an instructional leader, working in out of school contexts, engaging in research and design, or entering a Ph.D. program. Study in Learning and Instruction (Design) is a building block for a wide variety of productive work.

In order to meet the needs of such a diverse group of students, we have organized our M.Ed. program in Learning and

Design to create opportunities for students to think carefully and critically about how people learn, and how to organize conditions to support that learning. This 31-hour program is designed to be completed over a three-semester period (two semesters and summer, or three semesters) and culminates in a capstone project that synthesizes each student's particular focus and interest in the program.

We conceptualize course work as supporting students' thinking about three aspects of understanding learning and instruction (design): core practices, diverse contexts, and a meaningful concentration.

Practices of learning and design refer to the fundamental ideas of learning and design, and focus on deep engagement with literature that addresses questions such as: How do people learn? What are ways to approach design? How do we see or measure learning? The program creates opportunities for students to learn about these core practices by taking four required courses (10 credit hours):

EDUC 6030. Learning and Instruction (Design)
 EDUC 6080. Curriculum Development and Design
 EDUC 7810. Inquiry (Action Research)
 EDUC 7992. Capstone Seminar

Contexts of learning and design refer to the diverse places in which learning can happen. This includes consideration of not only physical spaces, such as schools or museums, but also aspects of contexts that impact our participation in them, including consideration such as teaching, motivation, play, poverty, games, or technology. Students choose three courses that focus on context; an example of potential classes that would be considered is below. (9 credit hours)

EDUC 6020. Culturally Responsive Pedagogy
 EDUC 6050. Parents, the School, and the Community
 EDUC 6060. Cultural Diversity in American Education
 EDUC 6100. Development in Context: The Effects of Poverty
 EDUC 7100. Learning In and Out of Schools
 EDUC 7160. Philosophy of Education
 EDUC 7180. Design of Learning Environments with a Focus on Play

A concentration on learning and design refers to the object of learning and design. This could be an exploration of a particular content area, such as student mathematical thinking, or literacy in and out of school, or an exploration of a particular issue, such as the conditions of poverty or learning context. These courses are designed to create an opportunity for self-directed concentration; any four courses can be selected. Examples of possible courses (this list is not exhaustive), organized by concentration, are included below:

MATH AND SCIENCE 12 hours

EDUC 7140. Discourse in STEM Classrooms
 MTED 6380. Computers, Teaching, and Mathematical Visualizations
 MTED 6610. Teaching and Learning of Advanced Number
 MTED 6620. Teaching and Learning of Geometry and Measure
 MTED 7330. Introduction to Literacies in Mathematics
 SCED 6100. Investigations and Trends in Science Education
 SCED 7330. Introduction to Literacies in Science

LITERACY 12 hours

EDUC 6400. Literacy Development
 EDUC 6420. Literacy for Diverse and Special Needs Learners
 EDUC 6430. Issues and Trends in Literacy Instruction
 EDUC 6450. Teaching and Learning the Language Arts: Theory and Research
 ENED 6080. Advanced Study of Literature for Children and Adolescents
 ENED 6360. Literature, Popular Culture, and New Media
 ENED 6410. Literature of Social Transformation

POVERTY AND INTERVENTION

EDUC 6100. Development in Context: The Effects of Poverty
 EDUC 6460. Language, Education and Diversity
 HOD 7120. Human Development and Preventive Science
 PSY-PC 6460. Brain, Development, and Cognition

LEARNING IN CONTEXT 12 hours

EDUC 6020. Culturally Responsive Pedagogy
 EDUC 6050. Parents, the School, and the Community
 EDUC 6060. Cultural Diversity in American Education
 EDUC 6100. Development in Context: the Effects of Poverty
 EDUC 6580. Issues in English Language Learner Education Research:
 Research, Policy, and Instruction
 EDUC 7100. Learning Out of School
 EDUC 7160. Philosophy of Education
 EDUC 7180. Design of Learning Environments with a Focus on Play
 SSED 6240. Human Geography

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 6100. Development in Context: The Effects of Poverty [3]
 EDUC 6460. Language, Education and Diversity [3]
 HOD 7120. Human Development and Preventative Intervention [3]
 PSY-PC 6460. Brain, Development, and Cognition [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 6080. Principles of Curriculum Development [3]
 EDUC 6610. Learning, Diversity, and Urban Studies Seminar I [3]
 EDUC 6620. Learning, Diversity, and Urban Studies Seminar II [3]
 EDUC 7810. Action Research in Education [3]

EDUC 7983. Internship in Learning, Diversity, and Urban Studies [6]
 EDUC 7992. 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 6100 Development in Context: The Effects of Poverty [3]
 EDUC 6460 Language, Education and Diversity [3]
 HOD 7120 Human Development and Preventative Intervention [3]
 PSY-PC 6460. Brain Development and Cognition [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 6020. Culturally Responsive Pedagogy [3]
 EDUC 6050. Parents, the School, and the Community [3]
 EDUC 6060. Cultural Diversity in American Education [3]
 EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
 EDUC 6520. Foundations for ELL Education [3]
 EDUC 8040. Diversity and Equality in Education [3]

Area 2. BEHAVIORAL STUDIES

EDUC 6010. Psychological Foundations of Education [3]
 EDUC 8200. Foundations in Learning and Development [3]
 PSY-GS 8400. Developmental Psychology [3]
 SPED 7000. Education and Psychology of Exceptional Learners [3]

Area 3. TEACHING STRATEGIES AND CURRICULUM

EDUC 6070. Foundations of Education [3]
 EDUC 6080. Principles of Curriculum Development [3]
 EDUC 6310. Advanced Teaching in Secondary Schools [3]
 EDUC 6540. Methods and Materials for ELL Education [3]

Area 4. ASSESSMENT AND RESEARCH TOOLS

EDUC 6040. Analysis of Teaching [3]
 EDUC 7810. Action Research in Education [3]
 EDUC 7990. Master's Thesis in Education [3]

READING EDUCATION CORE 19 hours

EDUC 6400. Literacy Development [3]
 EDUC 6410. Literacy Assessment and Professional Development [3]
 EDUC 6420. Literacy for Diverse and Special Needs Learners [3]
 EDUC 6421. Diverse and Special Needs Learners Practicum [3]
 EDUC 7992. Capstone Seminar [1]
 ENED 6340. Reading and Learning with Print and New Media [3]

And choose one of the following:

EDUC 6450. Teaching and Learning the Language Arts: Theory and Research [3]
 EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
 ENED 6310. Perspectives on the English Language [3]
 SPEDS 7800. Speech and Language for Exceptional Learners [3]

READING EDUCATION ELECTIVES 3 hours

EDUC 6450. Teaching and Learning the Language Arts [3]
 EDUC 6520. Foundations for ELL Education [3]
 EDUC 6550. Assessment of ELL Students [3] ENED 6080. Advanced Study of Literature for Children [3]
 ENED 6200. Teaching Literature in Elementary Classrooms [3]
 ENED 6310. Perspectives on the English Language [3]
 ENED 6360. Literature, Popular Culture, and New Media [3]
 ENED 6380. Teaching Writing and Multimedia Composition [3]
 SPEDE 7400. Foundations of Early Childhood Special Education [3]
 SPEDS 7800. Speech and Language for Exceptional Learners [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 5100. Ethics for Human Development Professionals. [Formerly HOD 2280] (Also listed as HOD 3232 for undergraduate students) Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed. [3]

HOD 6100. Master's Proseminar: Becoming a Change Agent. [Formerly HOD 3000] This course is designed for first semester, first year Community Development & Action students and is intended to provide a broad and practical understanding of concepts that underlie the CDA degree. Students will understand how history, context, meaning, power, and possibility shape communities, people groups, and social issues. Students will also reflect upon their own history, context, meaning-making processes, power and capabilities and how those affect each student as a practitioner. Finally, students will learn to notice how communities and people groups are able to draw upon the above resources to mobilize resistance to injustice. [3]

HOD 6200. Program Evaluation. [Formerly HOD 3300] This course is a masters-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 6210. Master's Community Inquiry. [Formerly HOD 3100] 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. Master's students only. [3]

HOD 6250. Consultation in Human Service Settings. [Formerly HOD 3750] 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 6300. Action Research. [Formerly HOD 3620] 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 6420. Nonprofit Management and Strategy in Community Organizations. As nonprofits, community organizations face many of the same managerial, economic, and financial issues as other types of organizations. However, there are also unique challenges, such as the initial incorporation and qualification as a not-for-profit organization and serving the special concerns of the community. This course looks at the operating environment of nonprofit entities in the community, similarities and differences from the for-profit model, and key strategies for planning, analysis and decision-making. The focus is on the following three areas: economic and financial considerations, the legal environment, and managerial strategies and board relations. [3]

HOD 6500. Diverse Populations. [Formerly HOD 3680] 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 6600. Pre-Practicum for Community Development Action. [Formerly HOD 3850] [3]

HOD 7100. Community Health Theory and Practice. [Formerly HOD 3500] This course follows a critical systems approach to community health and covers several of the many ways in which society- and community-level factors influence the health of populations, as well as how those factors can be leveraged to improve human health. Topics include macrosystemic factors such as racial and economic inequality, mesosystemic factors such as the natural environment, health systems, and infrastructure, and microsystemic factors such as housing, food availability, employment, social support, and religion and spirituality. [3]

HOD 7110. Survey of Preventive Interventions. [Formerly HOD 3510] 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 7120. Human Development and Prevention Science. [Formerly HOD 3520] 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 7130. Public Policy Development and Advocacy in Mental Health. [Formerly HOD 3530] 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 7210. Community Development Theory. [Formerly HOD 3601] 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 7300. Ethics of Community Research and Action. [Formerly HOD 3200] 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 7400. Community Intervention and Change. [Formerly HOD 3470] 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. [3]

HOD 7500. Special Topics. [Formerly HOD 3960] May be repeated with a change in topic. [1-4]

HOD 7600. Global Dimensions of Community Development. [Formerly HOD 3640] 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 7650. Practicum. [Formerly HOD 3872] This course provides an opportunity to integrate theory, knowledge, and skills by applying them to the solution of problems in practicum sites. Prerequisite: HOD 6100 and 6600, Pre-practicum. [1-6]

HOD 7700. Development Project Design and Evaluation. [Formerly HOD 3610] 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 7710. Advanced Group Development. [Formerly HOD 3310] Students learn the fundamental structures and processes of group development, including how to collect and analyze group-level data. Course has a heavy emphasis on context and the application of group theory to intervene in community groups, both from the perspective of a participant and as an outside facilitator or practitioner. Primarily intended for CDA Masters students, this course welcomes other graduate students interested in group development. [3]

HOD 7950. Fieldschool in Intercultural Education. [Formerly HOD 3460] 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 7960. Readings and Research. [Formerly HOD 3930] [1-6]

HOD 7989. Thesis Development Seminar. [Formerly HOD 3870] 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 7990. Masters Thesis Research. [Formerly HOD 3970] [1-6]

Human Development Counseling Courses

HDC 6010. Theories of Counseling. [Formerly HDC 3310] 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 6100. Career Counseling. [Formerly HDC 3470] 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 6110. Appraisal and Assessment. [Formerly HDC 3510] Survey of appraisal, assessment, and standardized instruments used by counselors in the areas of education, psychology, and mental health. [3]

HDC 6120. Social, Legal, and Ethical Issues in Counseling. [Formerly HDC 3600] 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 6130. Developmental Counseling Psychology. [Formerly HDC 3660] 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 6150. Counseling Diverse Populations. [Formerly HDC 3680] 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 6160. Group Counseling. [Formerly HDC 3760] 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 6200. Foundations of Professional School Counseling and Guidance. [Formerly HDC 3340] 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 6220. Counseling for College Access, Admissions, and Completion. [Formerly 3490] This course explores the college admission process, with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges and college counseling for various student populations. Issues of equitable access and completion will be addressed in addition to fundamental admission processes. Students gain an understanding of the resources available to counselors in the college admission process including print material, software, web sites and organizations. [3]

HDC 6310. A Developmental Approach to Personal Loss and Grief. [Formerly HDC 3550] 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 6320. Theories and Techniques of Counseling with Children and Adolescents. [Formerly HDC 3420] 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 6010. In addition, this course will allow students to practice the techniques as a pre-practicum experience. [3]

HDC 6330. Pre-Practicum in Counseling. [Formerly HDC 3850] [3]

HDC 6340. Addictions and the Human Services Professional. [Formerly HDC 3480] 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 6400. Foundations of Clinical Mental Health Counseling. [Formerly HDC 3800] 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 6410. Marriage and Family Counseling. [Formerly HDC 3400] 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 6420. Trauma: Impact and Intervention. [Formerly HDC 3500] The course will address interventions related to trauma. The psychological, biological, developmental, cultural and social influences of trauma will be examined. [3]

HDC 6430. Diagnosis and Treatment Planning Using the DSM. [Formerly HDC 3520] 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 studied with respect to specific clinical disorders. [3]

HDC 6440. Advanced Developmental Theory and Practice. [Formerly HDC 3670] 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: 6130 or consent of instructor. [3]

HDC 7300. Cognitive Behavioral Therapy and Related Evidence-Based Approaches in Practice. Designed for students in the Human Development Counseling Master's program, this course provides an introduction to the basics of cognitive-behavioral theory and therapy. Content will focus on the structure of therapeutic sessions, client conceptualization from the cognitive perspective, and the techniques commonly used in CBT. The use of CBT in relation to various disorders will be discussed as well as other therapeutic approaches that are outgrowths of CBT. In addition to concentrating on material and readings provided in class and completing course readings and assignments, students will be asked to think critically about their clinical work and consider how that work is informed by evidence-based practice, specifically cognitive behavioral therapy. As time and interest allow, other evidence-based practices will also be considered (e.g., Motivational Interviewing, Emotion-Focused Therapy, Dialectical Behavior Therapy). Prerequisite: HDC 6330 or permission of instructor. [3]

HDC 7500. Special Topics in Human Development Counseling. [Formerly HDC 3460] Exploration of special issues on topics related to Human Development Counseling. May be repeated for credit with change in topic. [1-3]

HDC 7810. Research in Counseling. [Formerly HDC 3840] A survey of research conducted on the process of counseling. Attention to research design and interpretation of counseling outcomes and methods. [3]

HDC 7950. Practicum in Clinical Mental Health Counseling. [Formerly HDC 3870] [3]

HDC 7951. Practicum in School Counseling. [Formerly HDC 3870] [3]

HDC 7960. Readings and Research in Human Development Counseling. [Formerly HDC 3930] [1-3]

HDC 7980. Internship in Clinical Mental Health Counseling. [Formerly HDC 3890] Required Internship in the Human Development Counseling Program for students with a specialization in Clinical Mental Health Counseling. [3]

HDC 7981. Internship in School Counseling. [Formerly HDC 3891] Required internship for Human Development Counseling majors with a specialization in School Counseling. [3]

HDC 7990. Master's Thesis in HDC. [Formerly HDC 3970] [1-3]

Leadership, Policy, and Organizations Courses

Doctor of Education Courses

Educational and Higher Education Leadership and Policy

EHLP 8110. Advanced Leadership Theory and Behavior. [Formerly EHLP 3110] 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 8120. Advanced Learning and Performance in Organizations. [Formerly EHLP 3120] 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 8130. Advanced Organizational Theory and Behavior. [Formerly EHLP 3130] 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 8140. Social Context of Educational Leadership and Policy. [Formerly EHLP 3140] 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 8810. Decision Analysis I--Logic of Systematic Inquiry. [Formerly EHLP 3800] 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 8820. Decision Analysis III--Qualitative Research. [Formerly EHLP 3820] 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 8830. Decision Analysis IV--Education Policy and Program Evaluation. [Formerly EHLP 3830] 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 8851. Decision Analysis II--Quantitative Research. [Formerly EHLP 3810] 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 9340. International/Comparative Issues in Education. [Formerly EHLP 3320] 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]

EHL 9992. Capstone Project Seminar. [Formerly EHL 3900] 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. May be repeated for credit. [3]

Educational Leadership and Policy

ELP 8150. Leadership for School Improvement. [Formerly ELP 3150] Examines issues of school improvement and instructional leadership from the perspective of effective schools literature. [3]

ELP 8210. Resource Allocation and Deployment. [Formerly ELP 3210] 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 8220. Educational Accountability and Student Assessment. [Formerly ELP 3220] 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 8230. Politics and Governance in Education. [Formerly ELP 3230] 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 8240. K-12 Education Law. [Formerly ELP 3240] 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 9330. Teachers and Teaching. [Formerly ELP 3330] 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 9500. Special Topics in Educational Leadership and Policy. [Formerly ELP 3500] 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 8150. The Academic Profession: Structure and Roles. [Formerly HLP 3150] 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 8210. Advanced College and University Management. [Formerly HLP 3210] 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 8220. Public Policy and Higher Education. [Formerly HLP 3220] 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 8230. Advanced Nature and Function of Higher Education. [Formerly HLP 3230] Historical study of the functions of American higher education and an examination of contemporary issues. Intended for doctoral students. [3]

HLP 8240. The College Student: Advanced. [Formerly HLP 3240] 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 9310. Advanced College and University Finance. [Formerly HLP 3310] 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 9500. Special Topics in Higher Education Leadership and Policy. [Formerly HLP 3500] 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 6110. The Politics of Policymaking. [Formerly EDP 3110] 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 6120. Education Policy and School Reform. [Formerly EDP 3120] 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 6130. American Education History and Policy. [Formerly EDP 3130] 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 6140. Economics of Education/Education Policy. [Formerly EDP 3140] 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 6150. Public and Non-Profit Leadership. [Formerly EDP 3150] 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 6210. Teacher Policy. [Formerly EDP 3210] 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 6220. Urban Education and Social Policy. This course explores the interaction between contemporary social issues and education policy. The course is designed to examine the complex relationships between schools and American society by: 1) analyzing the role of socio-economic and racial factors in schooling; 2) exploring the differential impact of schooling on individuals; and 3) unpacking the influence of neighborhood characteristics and housing policy on school outcomes. The course also introduces students to the use and application of qualitative research methods in education policy. [3]

EDP 7500. Special Topics in Education Policy. [Formerly EDP 3500] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDP 7880. Education Policy and Program Evaluation. [Formerly EDP 3230] 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. Prerequisites: LPO 7860 and 7870. [3]

EDP 7950. Practicum in Education Policy. [Formerly EDP 3700] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDP 7960. Readings and Research in Education Policy. [Formerly EDP 3710] Semi-independent readings and research on selected topics in education policy. May be repeated. [1-3]

Higher Education Administration

HEA 6010. College and University Management. [Formerly HEA 3100] 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 6020. The Nature and Function of American Higher Education. [Formerly HEA 3110] Historical study of the functions of American higher education and an examination of contemporary issues. [3]

HEA 6030. Post Secondary Access. [Formerly HEA 3150 and HEA 6300] 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 6040. State and Federal Government and Higher Education. [Formerly HEA 3152 and HEA 7250] 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 6100. The Practice of Enrollment Management. [Formerly HEA 3131] 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 6110. Introduction to Enrollment Management. This course covers multiple aspects of enrollment management in institutions of higher education in the United States focusing predominantly on admissions, financial aid, and student persistence. [3]

HEA 6200. Diversity and Equity in Higher Education. [Formerly HEA 3410] This course covers a variety of issues regarding diversity in higher education. In drawing from the literature and research on faculty, administration, and students, the course provides an overview of critical issues currently facing institutions of higher education in our society. [3]

HEA 6210. Law and Higher Education. [Formerly HEA 3420] 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 6220. Institutional Advancement Proseminar. [Formerly HEA 3430] 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 6230. Strategic Marketing and Planning in Higher Education. [Formerly HEA 3431] 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 6240. Service-Learning in Higher Education. [Formerly HEA 3440] 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 6310. College and University Finance. [Formerly HEA 3151] 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 6500. Practice of Student Affairs. [Formerly HEA 3120] Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

HEA 6510. The College Student. [Formerly HEA 3121] 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 6520. Theories of Student Affairs. [Formerly HEA 3122] 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 7500. Special Topics in Higher Education Administration. [Formerly HEA 3500] Explores special issues or topics related to higher education. May be repeated with change of topic. [1-6]

HEA 7950. Practicum in Higher Education Administration. [Formerly HEA 3700] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

HEA 7960. Readings and Research in Higher Education. [Formerly HEA 3710] Semi-independent readings and research on selected topics in higher education. May be repeated. Consent of instructor required. [1-3]

Independent School Leadership

ISL 6110. Leadership and Learning in Independent Schools. [Formerly ISL 3110] 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 6120. Admissions and Financial Aid in Independent Schools. [Formerly ISL 3120] 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 modules 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 6130. Finance, Governance, and Organizations. [Formerly ISL 3130] 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 6140. Institutional Advancement in Independent Schools. [Formerly ISL 3140] 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 6150. Systematic Inquiry in Independent Schools. [Formerly ISL 3150] 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 Masters 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 inter-related action research projects, this course is intended to provide a broad foundation in the principles and processes of action research. [2.5]

ISL 6940. Site-based Action Research in Independent Schools. [Formerly ISL 3160] 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]

ISL 6960. Independent Study in Independent School Leadership. [Formerly ISL 3710] Semi-independent study on selected topics in independent school leadership. Consent of instructor required. [1-3]

ISL 7210. Historical, Fiscal, and Legal Dimensions of Independent School Leadership. [Formerly ISL 3210] The set of topics covered provide students with a solid foundation in key leadership domains. The Theme has been structured to help students more deeply understand the historical roots of independent schools and school leadership, with a close look at key legal issues that have shaped the independent school landscape, and emergent financial models that will impact schools going forward. [3]

ISL 7220. Organizational and Human Capital Development. Students will learn the context and the application of key interpersonal skills that are at the heart of running an effective independent school. To thrive as an independent school leader, one must have expertise in communication, negotiation, and conflict management—and be able to apply these

skills across a full spectrum of human capital/talent management domains. This course will equip students with the development and implementation of these skills. [2.0]

ISL 7230. Educating the Whole Child. Building a thriving organization involves the careful creation of structures, cultures, processes, and support systems that enable people (students, faculty, staff, etc) to perform at their very best. In this course, we will focus on several cultural and extra-curricular facets of school operation and explore leadership implications of this work within the context of independent schools. [1.5]

ISL 7240. Innovations and Learning. In order to thrive in today's competitive educational market, independent school leaders must understand new and emergent forms of technology and their application in teaching and learning. This course explores innovations at the organizational and classroom level, and looks in depth at the application of technology to the context of independent schools. [2.5]

ISL 7250. Leadership and the Learning Spectrum. Independent schools admit students with a wide array of intellectual and social capacities that represent a full spectrum of racial, ethnic, and socioeconomic diversity. This course provides students with an overview of what is known from the research literature about best meeting the needs of individual students across a full spectrum of capacities and characteristics. [3]

International Education Policy and Management

IEPM 6110. International Organizations and Economic Development. [Formerly IEPM 3110] 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 6120. International Innovations in K-12 Policy Reform. [Formerly IEPM 3120] 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 6130. Comparative Issues in Higher Education. [Formerly IEPM 3130] 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 6140. Education and Economic Development. [Formerly IEPM 3140] 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 6200. Education in the Asia-Pacific Region: Development, Reform, and Innovation. [Formerly IEPM 3200] 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 7500. Special Topics in International Education Policy and Management. [Formerly IEPM 3500] Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

IEPM 7950. Practicum in International Education Policy and Management. [Formerly IEPM 3700] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

IEPM 7960. Readings and Research in International Education Policy and Management. [Formerly IEPM 3710] Semi-independent readings and research 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 6100. Leadership Theory and Behavior. [Formerly LOP 3100] 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 6110. Organizational Theory and Behavior. [Formerly LOP 3110] 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 6120. Learning Organizations. [Formerly LOP 3120] 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 6130. Strategy and Analytics I. [Formerly LOP 3130] 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 6140. Strategy and Analytics II. [Formerly LOP 3140] 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: LOP 6130. [3]

LOP 6150. Evaluation of Organizational Performance. [Formerly LOP 3150] 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. Prerequisites: LOP 6130 and 6140 [3]

LOP 6200. Learning and Performance in Organizations. [Formerly LOP 3200] 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 6210. Design of Human Performance Interventions. [Formerly LOP 3210] 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 6220. Consultation Skills. [Formerly LOP 3220] 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 6230. Organizational Development. [Formerly LOP 3230] 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 6240. Leading and Facilitating Groups. [Formerly LOP 3240] 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 6250. Strategic Human Resources Planning and Business Processes. [Formerly LOP 3250] 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 6260. Executive Coaching. [Formerly LOP 3260] 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 6270. Leading Globally Diverse Organizations. [Formerly LOP 3270] 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 6280. Organizational and Corporate Communication. [Formerly LOP 3280] 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 6290. Talent Management. [Formerly LOP 3290] 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. Prerequisites: LOP 3100, 3110, 3120, 3130, 3140, and 3150. [3]

LOP 6310. Strategic Workforce Planning. [Formerly LOP 3310] 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 7100. Leadership in the Professions. [Formerly LOP 3300] 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 7500. Special Topics in Leadership and Organizational Performance. [Formerly LOP 3500] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

LOP 7960. Readings and Research in Leadership and Organizational Performance. [Formerly LOP 3710] Semi-independent readings

and research on selected topics in leadership and organizational performance. May be repeated for credit. Consent of instructor required. [1-3]

LOP 7980. Internship in Leadership and Organizational Performance. [Formerly LOP 3720] 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]

LOP 7990. Applied Experience. [Formerly LOP 3740] The Applied Experience in the Leadership and Organizational Performance program challenges students to integrate knowledge acquired through coursework, apply it to a supervised field experience, and reflect on their personal leadership development as well as an organization's performance. The intent of the applied experience is to allow the students to synthesize learning while expanding or deepening content knowledge. Students will develop a critically appraised topic (CAT) (and assess the quality of the research on this topic to write an applied research paper or case study in the area of their choice. In addition, the student has the opportunity to develop and refine the necessary competencies and skills for proposed career objectives in a field of interest through reflective leadership assignments. [3]

Leadership, Policy, and Organizations

LPO 7200. Grants, Policy, and Administration. [Formerly LPO 3200] 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 7810. Causal Inference. The purpose of this course is to prepare participants to design and carry out social science research estimating the effects of educational interventions, programs and policies that is sufficiently credible to influence decisions about these educational practices and for publication in scholarly, social science journals including education and public policy. A second purpose is to enable participants to fairly and rigorously evaluate the contributions and limitations of empirical social science manuscripts that address significant causal questions for education practice and policymaking. The course will develop your understanding of the theoretical constructs that underlie causal inference, contribute to your understanding of some aspects of descriptive social science, and aid you in the development of appropriate criteria for assessing the contributions of particular studies to social science research literature. Prerequisites: LPO 8810 and 8851. [3]

LPO 7860. Research Design and Data Analysis I. [Formerly LPO 3800] 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 7870. Research Design and Data Analysis II. [Formerly LPO 3810] 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]

Psychology and Human Development Courses

PSY-PC 5120. Adolescent Development. [Formerly PSY-PC 2320] Also listed as PSY-PC 2550. Examines theory, research, and other literature pertinent to the development and education of adolescents (ages 12-19). Specific topics include: cognitive and social development; issues in identity, intimacy, autonomy, and sexuality; family-adolescent relationships; peer relationships; school achievement and organization; choices and decision making related to work. [3]

PSY-PC 6010. Applied Child Studies. [Formerly PSY-PC 3600] 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 6020. Advanced Applied Child Studies. [Formerly PSY-PC 3610] 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 6030. Theories of Developmental Psychology in Practice. We will study the grand theories of Developmental Psychology in-depth to provide a broad conceptual foundation for using Developmental Psychology in applied careers. Students will also gain familiarity with current Developmental Psychology concepts relevant to their intended professional practices. Through disciplined collaborative exchanges, students will learn about research advances and theoretical perspectives that are relevant to their fields, but not yet well known by practitioners. The term project assignments are designed to provide students the scholarly skills to not only keep up with current research in Developmental Psychology during their careers, but to seek out new domains of typical development research to learn from so that they can be leaders in their fields. For the final paper, students will write an original scholarly article to engage and inform practitioners. This closely supervised paper will provide students with individual practice using portable scholarly strategies to identify key developmental findings and communicate their importance to other practitioners. [3]

PSY-PC 6410. Professional Ethics in Clinical Psychology. [Formerly PSY-PC 3710] An introduction to issues and practical applications of ethical principles in clinical psychology applied and research settings. Includes a review of cultural and diversity issues as context for consideration of ethical issues. Required before beginning practicum in assessment. Prerequisite: consent of instructor. [3]

PSY-PC 6420. Cognitive Assessment. [Formerly PSY-PC 3720] A general introduction to cognitive assessment, with a particular emphasis on children and adolescents. The major purpose is to familiarize students with the theoretical issues and psychometric properties of several different methods of assessment including objective measures of cognitive functioning, academic achievement, and specific learning and memory skills, as well as behavior checklists, behavioral observation, and clinical interviews. Required before beginning practicum in assessment. Prerequisite: consent of instructor. [3]

PSY-PC 6430. Psychological Assessment: Personality and Psychopathology. [Formerly PSY-PC 3690] A general introduction to psychological (personality and psychopathology) assessment, with a particular emphasis on children and adolescents. The major purpose is to familiarize students with the theoretical issues and psychometric properties of several different methods of assessment including structured and semi-structured interviews, unstructured clinical interviews, broadband personality and psychopathology measures, as well as behavior checklists, behavioral observation, and clinical interviews. Required before beginning practicum in assessment. Prerequisite: consent of instructor. [3]

PSY-PC 6440. Becoming an Evidence Based Practitioner. Competent practice in health and mental health requires a commitment to providing assessment and treatment that is informed by the best available

research evidence. The more comprehensive construct of evidence based practice in psychology (EBPP) requires the integration of research with clinical expertise and contextual factors, including setting and client characteristics. The purpose of this applied course is to prepare students to become evidence based practitioners to promote quality of care and narrow the gap between psychological science and practice. Learning methodologies emphasize active participation in discussion of course content and applied practice with relevant tools and strategies. Required before beginning practicum in assessment. Consent of instructor required. [3]

PSY-PC 6450. Psychopathology. An overview of common psychopathologies across the age span with a focus on the problem of behavior of children and adolescents. The purpose is to familiarize students with the history, classification systems, current concepts, and empirical findings/methods in the study of psychopathology. In addition, the nature, structure, etiology, and developmental course of various disorders will be addressed. Although this is not an "assessment" or "treatment" class, some assessment techniques and treatment components will be surveyed as these are intrinsically tied to knowledge about the nature of any given disorder. This course is intended to promote critical thinking and scholarly attention to the historical and current literature regarding major issues in psychopathology. [3]

PSY-PC 6460. Brain, Development, and Cognition. This course provides an introduction to the neuroscience of cognitive development. It will examine neural mechanisms that support specific cognitive skills, consider brain plasticity in the context of maturation and learning, and explore the role of environment in typical and atypical brain development. Findings from cognitive neuroscience studies and their implications for educational practice will be discussed. [3]

PSY-PC 6470. Development of the Individual Child. Focuses on central issues, theories and research paradigms of developmental psychology. Course content emphasizes current research on cognitive, social and emotional development during the period from birth through adolescence. This is a master's level introductory-level course intended for students with limited breadth of knowledge of basic research in developmental psychology. [3]

PSY-PC 7040. Psychological Foundations of Education. [Formerly PSY-GS 334] (Also listed as Education 6010) Psychological theories and research as related to the design and practice of education. Specific consideration of the developmental bases of teaching, learning, and student performance (early childhood through adult); individual differences in education with particular reference to socioeconomic status, disabling conditions, learning style, and gender; evaluation of learning; classroom and organizational influences on school effectiveness; family-school relations. [3]

PSY-PC 7210. Hospitalized Child. This course is designed for individuals who want to know more about the psychosocial needs of children, adolescents and families in health care settings and situations. Some of the specific topics covered in this course include: impact of illness and hospitalization on the family; social and developmental issues and how they interface with health care; normative development within the hospital; psychosocial roles of various healthcare team members; preparation of patients and families for health care experiences; utilizing play for therapeutic purposes; spirituality and its impact on the child and family's health care experience; the child who is dying; pediatric palliative and hospice care; an introduction to the field of child life; and an introduction to the field of pediatric / family advanced practice nursing. [3]

PSY-PC 7500. Special Topics Psychology and Human Development. [Formerly PSY-PC 3690] May be repeated with change of topic. [1-3]

PSY-PC 7850. Research Methods Developmental Psychology. [Formerly PSY-PC 3030] Major empirical approaches to the study of development. Emphasis on human behavioral development. [3]

PSY-PC 7940. Directed Research in Applied Child Studies. [Formerly PSY-PC 3980] May be repeated for credit. [3]

PSY-PC 7950. Child Studies Practicum: Applied Professional. [Formerly PSY-PC 3900] 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 7951. Child Studies Practicum: Empirical Research. [Formerly PSY-PC 3900] A two-year, mentored research experience, designed to prepare students for eventual enrollment in doctoral programs (e.g., Ph.D., Psy.D., Ed.D. in clinical, counseling, developmental, cognitive). Students are matched with a research mentor, according to their professional goals and clinical and research interests, and placed in the corresponding lab for the duration of their 36-hour Master's program. Students work alongside principal investigators, professors and researchers, and doctoral students, gaining experience in the work of the lab and furthering their own research interests and agenda in preparation for later doctoral study. Lab opportunities may include conference presentations, authorship on manuscripts or other publications, experience with grant writing, and involvement in clinical, assessment, and intervention experiences, depending on the specifics of the lab. [3-12]

PSY-PC 7953. Clinical Psychological Assessment Practicum. This course provides opportunities for group consultation and instruction, as well as additional clinical supervision for all Master's students in the Clinical Psychological Assessment (CPA) program who are currently completing practicum in comprehensive psychological and psychoeducational assessment. May be repeated for credit. [1-3]

PSY-PC 7960. Readings and Research in Child Studies. [Formerly PSY-PC 3890] May be repeated for credit. [1-3]

PSY-PC 7980. Internship in Applied Child Studies. [Formerly PSY-PC 3960] May be repeated for credit. [1-3]

PSY-PC 7982. Quantitative Methods Internship. All Quantitative Method majors must complete an internship to fulfill their major requirements. [0-3]

PSY-PC 7990. Master's Thesis in Child Studies. [Formerly PSY-PC 3970] Open only to M.Ed. candidates engaged in thesis research and writing. [1-3]

Additional courses offered by the Department of Psychology and Human Development. Course descriptions are listed in the online Graduate School Catalog.

PSY-GS 8100. Behavioral Pediatrics and Child Health Psychology. [Formerly PSY-GS 336]

PSY-GS 8120. Psychological Intervention with Children. [Formerly PSY-GS 386]

PSY-GS 8200. Psychopathology. [Formerly PSY-GS 340]

PSY-GS 8300. Psychological Assessment. [Formerly PSY-GS 343]

PSY-GS 8350. Individual Differences. [Formerly PSY-GS 318]

PSY-GS 8360. Human Cognition. [Formerly PSY-GS 352]

PSY-GS 8400. Developmental Psychology. [Formerly PSY-GS 360]

PSY-GS 8410. Advanced Seminar in Educational Psychology. [Formerly PSY-GS 339]

PSY-GS 8420. Advanced Seminar in Clinical Psychology.

PSY-GS 8430. Advanced Seminar: Cognitive Studies. [Formerly PSY-GS 353]

PSY-GS 8440. Seminar in Behavioral Biology. [Formerly PSY-GS 357]

PSY-GS 8450. Seminar in Cognitive Development. [Formerly PSY-GS 361]

PSY-GS 8460. Advanced Seminar in Developmental Psychology. [Formerly PSY-GS 368]

PSY-GS 8470. Cognitive Science to the Classroom. [Formerly PSY-GS 362]

PSY-GS 8480. Educational Neuroscience. [Formerly PSY-GS 367]

PSY-GS 8500. Special Topics in Psychology. [Formerly PSY-GS 396]

PSY-GS 8600. Seminar in Social and Personality Development. [Formerly PSY-GS 363]

PSY-GS 8690. Cognitive Science of Learning and Development Research Forum. [Formerly PSY-GS 365]

PSY-GS 8810. Methods of Psychological Research. [Formerly PSY-GS 301]

PSY-GS 8815. Advanced Research Methods in Developmental Psychology. [Formerly PSY-GS 303]

PSY-GS 8820. Program Evaluation. [Formerly PSY-GS 315]

PSY-GS 8850. Advanced Seminar in Measurement, Statistics, and Evaluation. [Formerly PSY-GS 319]

PSY-GS 8855. Quantitative Methods Forum. [Formerly PSY-GS 300]

PSY-GS 8858. Introduction to Statistical Inference. [Formerly PSY-GS 309]

PSY-GS 8861. Statistical Inference. [Formerly PSY-GS 310]

PSY-GS 8864. Experimental Design. [Formerly PSY-GS 311]

PSY-GS 8867. Multivariate Statistics. [Formerly PSY-GS 312]

PSY-GS 8870. Correlation and Regression. [Formerly PSY-GS 313]

PSY-GS 8873. Structural Equation Modeling. [Formerly PSY-GS 314]

PSY-GS 8876. Psychological Measurement. [Formerly PSY-GS 317]

PSY-GS 8879. Factor Analysis. [Formerly PSY-GS 320]

PSY-GS 8880. Introduction to Item Response Theory. [Formerly PSY-GS 326]

PSY-GS 8881. Item Response Theory II. [Formerly PSY-GS 318]

PSY-GS 8882. Multilevel Modeling. [Formerly PSY-GS 321]

PSY-GS 8885. Applied Latent Class and Mixture Modeling. [Formerly PSY-GS 323]

PSY-GS 8888. Latent Growth Curve Modeling. [Formerly PSY-GS 322]

Special Education Courses

SPED 7000. Education and Psychology of Exceptional Learners. [Formerly SPED 3000] 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 7100. Cultural Diversity in American Education. [Formerly 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. FALL. [3]

SPED 7120. High Poverty Youth: Improving Outcomes. [Formerly SPED 3080] (Also listed as HOD 6400) 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]

SPED 7200. Attention Deficit/Hyperactivity Disorder: Educational Implications. [Formerly SPED 3240] This advanced undergraduate/masters-level course will first address the issues and controversies surrounding the definition, etiology, and identification of Attention Deficit/Hyperactivity Disorder (AD/HD). Potential relationships or related issues involving other child characteristics or difficulties, including child temperament, depression, bipolar disorder, Tourette's Syndrome, and oppositional-defiant disorder, will also be addressed. A major focus of the course will be working successfully with children with AD/HD in the school and classroom. A collaborative, 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 7400. Management Procedures for Academic and Social Behavior. [Formerly SPED 3210] 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 7430. Administering Ethical Behavior Analytic Services. [Formerly SPED 3850] 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 7500. Special Topics in Special Education. [Formerly SPED 3900] Explores special issues or topics related to Special Education. May be repeated for credit with change of topic. [1-3]

SPED 7510. Seminar in Special Education. [Formerly SPED 3930] Enables students to explore and acquire depth in special topic areas directly related to their own objectives. [1-4]

SPED 7960. Readings and Research in Special Education. [Formerly SPED 3960] Individual programs of reading or research for students. May be repeated. Consent of instructor required. [1-3]

SPED 7980. Internship in Special Education. [Formerly SPED 3950] 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 7989. Specialty Project. [Formerly SPED 3980] 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]

SPED 7990. Master's Thesis in Special Education. [Formerly SPED 3970] Open only to M.Ed. candidates engaged in thesis research and writing. [1-6]

Early Childhood Special Education

SPEDE 7100. Advanced Issues in Family Intervention. [Formerly SPED 3030] 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]

SPEDE 7400. Instruction and Learning in Early Childhood Special Education. [Formerly SPED 3400] 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]

SPEDE 7450. Screening and Assessment in Early Childhood Special Education. [Formerly SPED 3410] 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]

SPEDE 7500. Special Topics in Early Childhood Special Education. [Formerly SPED 3900] Explores special issues or topics related to Early Childhood Special Education. May be repeated for credit with change of topic. [1 -3]

SPEDE 7520. Seminar: Issues and Trends in Early Childhood Special Education. [Formerly SPED 3937] Topical seminar in research issues relevant to early childhood/special education. [1-3]

SPEDE 7600. Recommended Practices in Early Elementary Grades for Children with Disabilities. [Formerly SPED 3420] 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]

SPEDE 7800. Speech and Language for Exceptional Learners. [Formerly SPED 3600] 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]

SPEDE 7951. Field Work in Early Childhood Special Education. [Formerly SPED 3120] 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]

SPEDE 7953. Advanced Field Work in Early Childhood Special Education. [Formerly SPED 3130] 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]

SPEDE 7960. Readings and Research in Early Childhood Special Education. [Formerly SPED 3960] Individual programs of reading or research in Early Childhood Special Education. May be repeated. Consent of instructor required. [1-3]

SPEDE 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDE 7951 and permission of department. [6]

Gifted

SPEDG 7620. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment. [Formerly SPED 3720] 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]

SPEDG 7630. Psychology of the Gifted Learner. [Formerly SPED 3730] 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]

SPEDG 7640. Educating Gifted Students: Adaptations of Curriculum and Instruction. [Formerly SPED 3740] 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]

SPEDG 7650. Organizational Structures and Planning of Gifted Programs. [Formerly SPED 3750] 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]

SPEDG 7660. Practicum in Gifted Education. [Formerly SPED 3760] 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. Prerequisites: SPEDG 7620, 7630, 7640, 7650 [3]

High-Incidence Disabilities (Intervention Specialist)

SPEDH 7100. Trends and Issues in Learning Disabilities. [Formerly SPED 3800] 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]

SPEDH 7200. Trends and Issues for Students with Behavior Disorders. [Formerly SPED 3810] 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]

SPEDH 7300. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8. [Formerly SPED 3830] This methodological course consists of two components. The first focuses on the possible causes for disabilities in the area of mathematics and assessment of those disabilities. The second emphasizes explicit teaching procedures, direct instruction, and instructional design principles that apply to teaching mathematics in grades K-8. [3]

SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic & Behavior Difficulties: 6-12. This mathematics methods course for teaching 6-12th grade students with severe and persistent academic and behavior difficulties consist of two major components. The first component focuses on the possible causes of math disabilities and assessment of math disabilities. The second component emphasizes instructional design principles, explicit teaching procedures, interventions, and mathematics pedagogy at the secondary level. [3]

SPEDH 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3820] This course focuses on the diagnosis and evaluation of students with severe and persistent academic and behavior difficulties using a variety of developmentally appropriate curriculum based measurements, 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 considerations 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. [3]

SPEDH 7400. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3880] This is an introductory course in teaching students with severe and persistent academic and behavior problems at the high school setting. The first half of the course covers models of teaching special education at the secondary level, transition-related legislation, post-school outcomes of high school students with disabilities, and dropout prevention within a context of cultural diversity. The second half focuses on empirically-based secondary special education strategies, including academic/study skills and accommodations, social skills, self-determination, ITP development, and career education and employment. [3]

SPEDH 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3840] This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. [3]

SPEDH 7420. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 3845] This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. [3]

SPEDH 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties. This middle school course for teaching students with severe and persistent academic and behavior difficulties has two components. The first focuses on teaching English Language Arts across the curriculum at the middle school, including reading literature and informational text, language development, writing, speaking, and listening. The second component focuses on skills needed for collaborating with other school personnel and preparing students to transition to high school. [3]

SPEDH 7500. Special Topics in High Incidence. [Formerly SPED 3900] Explores special issues or topics related to High Incidence. May be repeated for credit with change of topic. [1 -3]

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Mod. [Formerly SPED 3860] 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]

SPEDH 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties required intensive intervention to meet their individualized education program goals. The primary purpose of this course is to train candidates how to implement data-based individualization (DBI) and curriculum-based evaluation (CBE) to appropriately intensify and individualize intervention for these students. A secondary purpose is to provide candidates with an overview of evidence-based Tier 3 interventions that will serve as the starting point (i.e., instructional platform) of candidate efforts to intensify and individualize interventions. [3]

SPEDH 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties require intensive

intervention to meet their individualized education program goals. Given many of these students have co-occurring academic and behavior support needs, the primary purpose of this course is to teach candidates how to provide intensive behavioral supports in the context of academic instruction in educational settings. Course content includes methods of conducting functional behavior assessments and function-based interventions and implementation of data-based individualization (DBI) to appropriately individualize supports for these students. [3]

SPEDH 7800. Collaboration, Ethics, and Leadership to Support Students with Academic and Behavior Difficulties. This advanced master's level course has three components: collaboration, ethics, and leadership. The collaboration component will focus on working with other school personnel and families to ensure the needs of students with severe and persistent academic and behavior difficulties are being met. The second component will focus on ethical practices in the field of special education. The third focuses on leadership roles in special education including law, supervision, and developing professional development training. [3]

SPEDH 7810. Research Methods in Special Education. [Formerly SPED 3230] 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]

SPEDH 7951. Field Work in Special Education Teaching. [Formerly SPED 3120] 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]

SPEDH 7953. Advanced Field Work in Special Education. [Formerly SPED 3130] 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]

SPEDH 7960. Readings and Research in High Incidence. [Formerly SPED 3960] Individual programs of reading or research in high incidence. May be repeated. Consent of instructor required. [1-3]

SPEDH 7961. Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties. The primary purpose of this practicum is for candidates to implement data-based individualization (DBI) and curriculum-based evaluation (CBE) to appropriately intensify and individualize intervention for students with severe and persistent academic difficulties. [3]

SPEDH 7962. Practicum: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties. The primary purpose of this practicum is to implement intensive behavioral supports in the context of academic instruction in educational settings. [3]

SPEDH 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Severe Disabilities (Comprehensive)

SPEDS 7000. Advanced Issues in Family Intervention. [Formerly SPED 3030] 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]

SPEDS 7100. Augmentative and Alternative Communication. [Formerly SPED 3050] 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. Corequisites: SPEDS 7250 and 7954. [3]

SPEDS 7200. Advanced Access to General Education and Teaching Functional Academics. [Formerly SPED 3350] 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]

SPEDS 7250. Methods of Instruction for Students with Intellectual and Multiple Disabilities. [Formerly SPED 3300] 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. Corequisites: SPEDS 7100 and 7954 [3]

SPEDS 7300. Advanced Procedures for Transition to Adult Life. [Formerly SPED 3360] 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. Corequisites: SPEDS 7700 and 7954. [3]

SPEDS 7500. Special Topics in Severe Disabilities. [Formerly SPED 3900] Explores special issues or topics related to Severe Disabilities. May be repeated for credit with change of topic. [1 -3]

SPEDS 7700. Characteristics of Students with Intellectual and Multiple Disabilities. [Formerly SPED 3330] 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. Corequisites: SPED 7954 and SPEDS 7300 [3]

SPEDS 7710. Seminar: Current Issues in Autism and Severe Disabilities. [Formerly SPED 3370] 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]

SPEDS 7951. Field Work in Multiple and Severe Disabilities. [Formerly SPED 3120] 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]

SPEDS 7953. Advanced Field Work Multiple and Severe Disabilities. [Formerly SPED 3130] 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]

SPEDS 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities. [Formerly SPED 3311] Graduate student observation and participation in school programs for students with severe

exceptionalities and/or autism. Graduate students will complete activities in the field placement tied to coursework. This course may be repeated. Prerequisite: SPED 7000. Fall Corequisites: SPED 7700 and SPEDS 7300. Spring Corequisites: SPED7100 and 7250. [2]

SPEDS 7960. Readings and Research in Severe Disabilities. [Formerly SPED 3960] Individual programs of reading or research in Severe Disabilities. May be repeated. Consent of instructor required. [1-3]

SPEDS 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Visual Disabilities

SPEDV 7500. Special Topics in Visual Impairment/Deafblindness. [Formerly SPED 3900] Explores special issues or topics related Visual Impairment/Deafblindness. May be repeated for credit with change of topic. [1-3]

SPEDV 7510. Medical and Educational Implications of Visual Impairments. [Formerly SPED 3500] 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]

SPEDV 7520. Educational Procedures for Students with Visual Impairments. [Formerly SPED 3510] 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]

SPEDV 7525. Braille Reading and Writing. Literary braille code and introduction to Nemeth code for mathematics. Braille writing and reading proficiency for future teachers of students with visual impairments. Introduction to strategies for infusing braille into literacy instruction and technology for producing and accessing braille. Students read, write, and proofread braille and observe teachers as they teach braille to students with visual impairments. [2]

SPEDV 7530. Advanced Braille. [Formerly SPED 3530] 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: SPEDV 3335 or permission of the instructor. [2]

SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments. [Formerly SPED 3540] 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]

SPEDV 7550. Orientation and Mobility for Teachers of Students with Visual Impairments. [Formerly SPED 3550] 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]

SPEDV 7560. Characteristics and Instruction for Students with Multiple Disabilities, Including Deafblindness. The primary goal of this course is to provide students with knowledge of the causes, treatment, education, and management of students with multiple disabilities, including those with Deafblindness. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical and medical management of these students in various settings. Characteristics and evidence-based instruction will be discussed. The delivery of instruction in inclusive settings will also be a focus. Students will apply the theoretical information during a field-based experience with students with Deafblindness. [3]

SPEDV 7570. Advanced Procedures for Students with Visual Impairments. [Formerly SPED 3580] 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]

SPEDV 7951. Field Work in Visual Impairment. [Formerly SPED 3120] Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptional-ity. Prerequisite: consent of instructor. [1-3]

SPEDV 7953. Advanced Field Work in Visual Impairment. [Formerly SPED 3130] The second practicum for graduate and professional students with a major or minor in any area of exceptional-ity, with opportunity for supervised participation in community special education programs. Prerequisite: consent of instructor. [1-3]

SPEDV 7960. Readings and Research in Visual Impairment. [Formerly SPED 3960] Individual programs of reading or research in Visual Impairment. May be repeated. Consent of instructor required. [1-3]

SPEDV 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDH 7951 and permission of department. [6]

Additional courses offered by the Department of Special Education. Course descriptions are listed in the online *Graduate School Catalog*.

SPED 8100. Proseminar I. [Formerly SPED 3010]

SPED 8200. Proseminar II: Contrasting Research Methodologies in Special Education Research. [Formerly SPED 3011]

SPED 8300. Research Design in Special Education. [Formerly SPED 3012]

SPED 8400. Experimental Analysis of Behavior. [Formerly SPED 3017]

SPED 8600. Leadership in Special Education. [Formerly SPED 3019]

SPED 8810. Introduction to Single-Subject Research Methodology. [Formerly SPED 3013]

SPED 8820. Advanced Procedures in Single-Subject Research Methodology. [Formerly SPED 3014]

SPED 8830. Hierarchical Linear Modeling in Educational Research. [Formerly SPED 3016]

SPED 8840. Observational Methods. [Formerly SPED 3018]

Teaching and Learning Courses

Education

EDUC 6010. Psychological Foundations of Education. [Formerly EDUC 3110] (Also listed as PSY-PC 7040) Emphasis on theories of human learning as they relate to design of instruction, educational practice, and human development at all age levels. [3]

EDUC 6020. Culturally Responsive Pedagogy. Introduction to theory, research, and practices related to developing and enacting curriculum and instructional practices that respond to a variety of social contexts. The course covers general principles and approaches to culturally responsive teaching such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. [3]

EDUC 6030. Learning and Instruction. [Formerly EDUC 3120] 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 master's degree students with a major in Learning and Instruction. [3]

EDUC 6040. Analysis of Teaching. [Formerly EDUC 3170] 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 6050. Parents, the School, and the Community. [Formerly EDUC 3220] 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 6060. Cultural Diversity in American Education. [Formerly EDUC 3060] (Also listed as SPED 6200) 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 6070. Foundations of Education. [Formerly EDUC 3500] 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 6080. Designing for Contexts. [Formerly EDUC 3620] Examines how contextually responsive curricula shape learning in schools and other learning environments. Participants explore research, practices and models of responsive curricula design that include design of authentic tasks and assessments. [3]

EDUC 6100. Development in Context: the Effects of Poverty. [Formerly EDUC 3720] 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 6200. Classroom Organization and Management. [Formerly EDUC 3270] 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 6210. Theory and Practice of Literacy Education in Elementary Grades. [Formerly EDUC 3416] 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 6211 and SSED 6250. [2]

EDUC 6211. Advanced Practicum: Literacy and Social Studies. [Formerly EDUC 3260] This course is intended for Master's degree students seeking certification in Elementary Education. This practicum experience, taken concurrently with EDUC 6210 (Theory and Practice in Literacy) & SSED 6250 (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 6220. Theory and Practice of Writing in Elementary School. [Formerly EDUC 3417] 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 6230. Teaching Literacy for Diverse Learners. [Formerly EDUC 3418] 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 6251. Advanced Practicum: Mathematics and Science. [Formerly EDUC 3280] This course is intended for Master's degree students seeking certification in Elementary Education K-6. This practicum experience, taken concurrently with MTED 6250 (Advanced Teaching of Mathematics in Elementary Schools) & SCED 6250 (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 6300. Advanced Social and Philosophical Aspects of Education. [Formerly EDUC 3050] Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

EDUC 6310. Classroom Ecology. [Formerly EDUC 3510] This course explores how teachers make design choices for an environment that creates optimal conditions for student learning. Design elements include social and cultural contexts of learning, social/emotional learning, motivations for learning, and appropriate assessments. This is an introductory general methods class. Students will take specific methods classes in their area of teaching. [3]

EDUC 6320. Practicum in Music Education. [Formerly EDUC 3360/2360] 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 6400. Literacy Development. [Formerly EDUC 3390] 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 6410. Literacy Assessment and Professional Development. [Formerly EDUC 3370] 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 6420. Literacy for Diverse and Special Needs Learners. [Formerly EDUC 3420] 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 6421. Diverse and Special Needs Learner Practicum. [Formerly EDUC 3430] 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. [1-3]

EDUC 6430. Issues and Trends in Literacy Instruction. [Formerly EDUC 3440] 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 6450. Teaching and Learning the Language Arts: Theory and Research. [Formerly EDUC 3460] 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 6460. Language, Education and Diversity. [Formerly EDUC 3470] 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 6510. Principles of English Language Learner Education. [Formerly EDUC 3520] 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 6520. Foundations for English Language Learner Education. [Formerly EDUC 3530] 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 6521 [3]

EDUC 6521. Practicum for English Language Learner Education. [Formerly EDUC 3571] 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 6520. [1]

EDUC 6530. Educational Linguistics and Second Language Acquisition. [Formerly EDUC 3550] 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 6540. Methods and Materials for English Language Learner Education. [Formerly EDUC 3540] 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, and English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour EDUC 6541 [3]

EDUC 6541. Practicum for English Language Learner Education II. [Formerly EDUC 3572] 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 biweekly basis to assess their progress in the field. Co-requisite with EDUC 6540. [1]

EDUC 6550. Assessment of English Language Learner Students. [Formerly EDUC 3560] 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 6551 [3]

EDUC 6551. Practicum for English Language Learner Education III. [Formerly EDUC 3573] 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 6550. [1]

EDUC 6560. Teaching English as a Foreign Language. This course offers professional learning for overseas EFL/ESL teachers, particularly those of M.Ed. students in the Department of Teaching and Learning ELL (English Language Learning) strand Teaching English in an International Setting. It aims to help pre-service teachers gain historical understanding of the principles (or thoughts) and techniques (or actions) that have guided approaches and methods in teaching EFL/ESL. [3]

EDUC 6565. Writers Workshop for International Students. This course will assist international students to understand the academic requirements of Peabody College and how to continue that learning process throughout their professional life. The Writers Workshop is focused on process of developing written work and oral presentations. Students will be asked to debate, discuss, critique the work of others, and actively problem solve around academic challenges often encountered at Peabody College. [2]

EDUC 6570. Teaching Second Language Literacy. [Formerly EDUC 3580] 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 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction. [Formerly EDUC 3590] 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 6610. Learning, Diversity, and Urban Studies, Seminar I. [Formerly EDUC 3630] 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 6620. Learning, Diversity, and Urban Studies, Seminar II. [Formerly EDUC 3640] 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 6640. Issues in Urban Schools I. [Formerly EDUC 3661] 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 6650. Issues in Urban Schools II. [Formerly EDUC 3662] 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 7100. Learning Out of School. [Formerly EDUC 3770] This graduate seminar focuses on the learning of disciplinary knowledge and practices in out-of-school settings. These contexts include, for example, homes, community centers, performance troupes, workplaces, hobbyist groups, museums, zoos, prisons, hospitals, social media, and many more. We educators challenge our current notions about learning when we investigate learning in a wider variety of contexts, goals, and participants. [3]

EDUC 7140. Discourse in STEM Classrooms. When people compare the teaching in various classrooms and schools, they often focus on the curriculum in use. However, empirical studies have shown that, while curriculum matters, classroom organization and discourse shape much of what students actually learn. In this course, we will examine ways of looking at discourse in science, technology, engineering, and mathematics (STEM) classrooms as it relates to disciplinary knowledge, teaching practice and student learning. We will read both seminal and cutting-edge works in the study of discourse in STEM classrooms, looking at multiple school contexts and across grade levels. Reflecting research in the field, we will primarily focus on issues in science and mathematics classrooms, comparing them to out-of-school settings. In addition, we will watch videotapes of K-12 classrooms to apply the analytic tools from the readings. This course is intended to help you gain a better understanding of research on the role of discourse in learning in STEM classrooms and develop a familiarity through readings with some of the concepts used in and issues addressed through the study of classroom discourse. [3]

EDUC 7160. Philosophy of Education. [Formerly EDUC 3030] This course explores the classic roots of modern educational ideas and in deconstructing the hidden assumptions in, narratives underlying, and discourse shaping contemporary educational research, policy and practice. [3]

EDUC 7180. Design of Learning Environments with a Focus on Play. This doctoral and master's course focuses on design as an activity of orchestrating opportunities to learn in formal, informal, and workplace environments. While the readings, discussions, and content of the course apply to the design of learning environments across formal and informal contexts, games and play activity environments are the chosen focus of the course project for multiple reasons. First, designing games and play activity environments engenders the balance of a wide range of design considerations including learning mechanics, structural mechanics, aesthetics, and motivation. Second, games and play activity environments lend themselves to supporting learning outcomes beyond traditional cognitive perspectives to also support learning in terms of professional practices, intrapersonal outcomes (e.g., identity or self-efficacy), and interpersonal outcomes (e.g., teamwork or leadership). Third, games and play activity environments as educational media provide many affordances for shifting away from heavily didactic/passive perspectives on learning to instead focus on the roles of interactivity, motivation, and learner-centered design. Fourth, the role of play in learning is well established across neuroscience, psychology, and biology (in fact across species), but play as an approach to learning in schools and the workplace is largely absent. Readings for the course are drawn from the design industry, the learning sciences, neurosciences, psychology, biology, and play studies. [3]

EDUC 7200. Race, Identity, and Agency in Education. This course is designed to explore emerging literature that is situated at the intersection of scholarship on race, identity, "success," and education. This research examines the ways in which race, racialization processes, and identity emerge to affect learning, participation, and marginalization within educational domains.

This course will also be focused on deconstructing racial and gender hierarchies of educational ability. [3]

EDUC 7500. Special Topics in Education. [Formerly EDUC 3900] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDUC 7810. Inquiry into Contexts. [Formerly EDUC 3830] Explores the design of contextually responsive inquiry. Methods of inquiry and views of research and knowledge in professional practice contexts are the course focus. This includes examining the traditions of practitioner inquiry; the practice of action research, self-study and other methodologies; and the relationship of inquiry and method to the contexts of learning. [3]

EDUC 7950. Practicum in Education. [Formerly EDUC 3950] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7951. Practicum in English Language Learner Education. [Formerly EDUC 3951] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7952. Practicum in Learning and Design. [Formerly EDUC 3952] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7953. Practicum in Learning, Diversity and Urban Studies. [Formerly EDUC 3953] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7954. Practicum in Reading Education. [Formerly EDUC 3954] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7955. Practicum in Teaching and Learning in Urban Schools. [Formerly EDUC 3955] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7960. Readings and Research in Education. [Formerly EDUC 3930] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7961. Readings and Research in English Language Learners Education. [Formerly EDUC 3931] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7962. Readings and Research in Learning and Design. [Formerly EDUC 3932] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7963. Readings and Research in Learning, Diversity and Urban Studies. [Formerly EDUC 3933] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7964. Readings and Research in Reading Education. [Formerly EDUC 3934] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7965. Readings and Research in Teaching and Learning in Urban Schools. [Formerly EDUC 3935] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7970. Internship in Teaching: Elementary. [Formerly EDUC 3000] 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 7971. Internship Seminar: Elementary. [Formerly EDUC 3005] Seminar to accompany EDUC 7970. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

EDUC 7972. Internship in Teaching: Secondary. [Formerly EDUC 3002] 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. Corequisite: ENED 7973, MTED 7973, SCED 7973 or SCED 7973. [6]

EDUC 7974. Internship in Teaching: Music. [Formerly EDUC 3003] Observation and teaching experience on a full-time basis. Includes two placements at two different age levels. Prerequisite: Admission to student teaching. Corequisite: EDUC 7975. [6]

EDUC 7975. Internship Seminar: Music. [Formerly EDUC 3004] Study and discussion of experiences emerging from student teaching, particularly planning school programs and assuming full responsibility in the classroom. Corequisite: EDUC 7974. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

EDUC 7980. Internship in Education. [Formerly EDUC 3960] 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 7981. Internship in English Language Learner Education. [Formerly EDUC 3961] 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 7982. Internship Learning and Design. [Formerly EDUC 3962] 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 7983. Internship in Learning, Diversity, and Urban Studies. [Formerly EDUC 3963] 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 7984. Internship in Reading Education. [Formerly EDUC 3964] 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 7985. Internship in Teaching and Learning in Urban Schools. [Formerly EDUC 3965] 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 7990. Master's Thesis in Education. [Formerly EDUC 3970] Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-3]

EDUC 7992. Capstone Seminar. [Formerly EDUC 3680] 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]

English Education

ENED 6080. Advanced Study of Literature for Children and Adolescents. [Formerly ENED 3500] 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 6200. Teaching Literature in Elementary Classrooms. [Formerly ENED 3000] Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [3]

ENED 6310. Perspectives on the English Language. [Formerly ENED 3040] 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 6330. Social and Psychological Foundations of Adolescent Literacies. [Formerly ENED 3100] 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 6331 [3]

ENED 6331. New Media Field Experience in English Education. [Formerly ENED 3110] 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 6330. [1]

ENED 6340. Reading and Learning with Print and New Media. [Formerly ENED 3400] 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 6360. Literature, Popular Culture, and New Media. [Formerly ENED 3920] 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 6370. Teaching Literature and Media to Adolescents. [Formerly ENED 3370] 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 6371. [3]

ENED 6371. Practicum in Secondary Education. [Formerly ENED 3360] Observation, participation, and teaching in middle school and secondary school settings. Corequisite: ENED 6370 [1]

ENED 6380. Teaching Writing and Multimedia Composition. [Formerly ENED 3380] 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 6400. Harry Potter and Children's Literature. Students will examine British Literature related to J.K. Rowling's novels. Students will be asked to relate what they learn from other children's literature to the characters, plot, and themes of the Harry Potter novels as well as the opportunity to perform a variety of critical analyses of a social/cultural phenomena with progressive young adult literature. Additionally, students will explore the film versions of all novels discussed to analyze and critique the adaptations. This is a weekend course that includes week-long travel to the United Kingdom where students will engage in the stories in an experiential journey of local UK sites, studios, and museums.[3]

ENED 6410. Literature of Social Transformation. Historical events, issues, and movements are often explored in literature for children and adolescents. The literature helps make history come alive. This class will focus on stories relating to the Civil Rights Movement that led to social transformation the United States. In this weekend course, students will explore books written for children/young adults, discuss specific episodes of the Movement where youth had great impact, and visit libraries, museums, and related sites. [3]

ENED 7500. Special Topics in English Education. [Formerly ENED 3900] Exploration of special topics related to English education. May be repeated with change of topic. [1-3]

ENED 7960. Readings and Research in English Education. [Formerly ENED 3890] Semi-independent study of selected topics in English education. Consent of supervising instructor required. May be repeated. [1-3]

ENED 7973. Internship Seminar Secondary. [Formerly ENED 3007] Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

Humanities Education

HMED 6250. Introduction to Arts Education. [Formerly HMED 3250] Acquaints the student with the philosophical and pedagogical base with which to develop competence in teaching the arts. [2]

Mathematics Education

MTED 6200. Mathematical Concepts for Elementary Teachers. [Formerly MTED 3200] 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 6250. Advanced Teaching of Mathematics in the Elementary School. [Formerly MTED 3250] 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 6251 and SCED 6250. [3]

MTED 6370. Advanced Teaching of Mathematics in Secondary Schools. [Formerly MTED 3370] 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 3371. [3]

MTED 6371. Practicum in Secondary Education. [Formerly MTED 3360] Observation, participation, and teaching in middle school and secondary school settings. Corequisite: MTED 3370 or 6370. [1]

MTED 6380. Computers, Teaching, and Mathematical Visualizations. [Formerly MTED 3800] 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 6610. Teaching and Learning of Advanced Number. [Formerly MTED 3610] 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. [3]

MTED 6620. Teaching and Learning of Geometry and Measure. [Formerly MTED 3620] 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 7330. Introduction to Literacies in Mathematics. This course is intended for licensure candidates in secondary education for mathematics and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

MTED 7500. Special Topics in Mathematics Education. [Formerly MTED 3900] Seminars, conferences, workshops, or field activities focused on current issues in mathematics education. May be repeated with change of topic. [1-6]

MTED 7960. Readings and Research in Mathematics Education. [Formerly MTED 3890] Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor required. [1-3]

MTED 7973. Internship Seminar Secondary. [Formerly MTED 3007] Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

Science Education

SCED 6100. Investigations and Trends in Science Education. [Formerly SCED 3300] 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 6200. Science Concepts for Elementary Teachers. [Formerly SCED 3200] 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 6250. Advanced Teaching of Science in Elementary Schools. [Formerly SCED 3250] 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 6251 and MTED 6250. [2]

SCED 6370. Advanced Teaching of Science in Secondary Schools. [Formerly SCED 3370] 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 6371. [3]

SCED 6371. Practicum in Secondary Education. [Formerly SCED 3360] Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SCED 6370 [1]

SCED 6610. Science Inquiry I. [Formerly SCED 3610] 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. [3]

SCED 6620. Science Inquiry II. [Formerly SCED 3620] 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. [3]

SCED 7330. Introduction to Literacies in Science. This course is intended for licensure candidates in secondary science education at the graduate level who want to explore the concepts and practices of disciplinary literacy, that is, the links between content and communication. [3]

SCED 7400. Modeling in the Secondary Science Classroom. This course is intended for licensure candidates in secondary science education at the graduate level who want to explore modeling in the secondary science classroom. [3]

SCED 7500. Special Topics in Science Education. [Formerly SCED 3900] Exploration of a special topic related to science education. May be repeated with change of topic. [1-6]

SCED 7960. Readings and Research in Science Education. [Formerly SCED 3890] Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1-3]

SCED 7973. Internship Seminar Secondary. [Formerly SCED 3007] Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

Social Studies Education

SSED 6250. Advanced Teaching of Social Studies in Elementary Schools. [Formerly SSED 3250] 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 6210 and 6211. [2]

SSED 6370. Advanced Teaching of Social Studies in Secondary Schools. [Formerly SSED 3370] 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 6371. [3]

SSED 6371. Practicum in Secondary Education. [Formerly SSED 3360] Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SSED 6370 [1]

SSED 7330. Introduction to Literacies in the Social Studies. This course is intended for licensure candidates in secondary education for social studies and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

SSED 7500. Special Topics in Social Studies Education. [Formerly SSED 3900] Explores special topics related to social studies education. May be repeated with change of topic. [1-6]

SSED 7960. Readings and Research in Social Studies Education. [Formerly SSED 3890] Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1-3]

SSED 7973. Internship Seminar Secondary. [Formerly SSED 3007] Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [1]

SSED 6240. Human Geography. [Formerly SSED 3400] (Also listed as SSED 3260 for undergraduate students) 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]

Vanderbilt University Board of Trust

MARK F. DALTON, Chairman of the Board, Scarsdale, NY
JACKSON W. MOORE, Vice Chairman, Memphis, TN
JON WINKELRIED, Vice Chairman, San Francisco, CA
SHIRLEY M. COLLADO, Secretary, Rutgers, NJ
NICHOLAS S. ZEPPOS, Chancellor of the University, Nashville, TN

GREG S. ALLEN
Charlottesville, VA

LEE M. BASS
Fort Worth, TX

ADOLPHO A. BIRCH III
West New York, NJ

DANIEL M. CROWN
New York, NY

CLAIBORNE P. DEMING
El Dorado, AR

CHARLES H. ESSERMAN
Orinda, CA

BRUCE R. EVANS
Boston, MA

DAVID W. HEAD
Charlotte, NC

JAY C. HOAG
Atherton, CA

JOHN R. INGRAM
Nashville, TN

KATHLEEN F. JUSTICE-MOORE
Palo Alto, CA

CARROLL E. KIMBALL
Nashville, TN

STEVEN H. MADDEN
Houston, TX

MARK P. MAYS
San Antonio, TX

COURTNEY C. PASTRICK
Bethesda, MD

DAVID W. PATTERSON, M.D.
Great Falls, VA

ROSS PEROT, JR.
Plano, TX

JEFFREY J. ROTHSCHILD
Los Altos, CA

SID SAPRU
Dallas, TX

ROBERT C. SCHIFF, JR., M.D.
Cincinnati, OH

ALEXANDER C. TAYLOR, JR.
Atlanta, GA

J. STEPHEN TURNER
Nashville, TN

PATRICIA EARLY WHITE
Mayfair, England

MARK WILF
Livingston, NJ

Emerita/Emeritus Trustees

MARY BETH ADDERLEY
La Jolla, CA

MICHAEL L. AINSLIE
Palm Beach, FL

WILLIAM W. BAIN, JR.
Naples, FL

DARRYL D. BERGER
New Orleans, LA

CAMILLA DIETZ BERGERON
New York, NY

DENNIS C. BOTTORFF
Nashville, TN

LEWIS M. BRANSCOMB
La Jolla, CA

THOMAS F. CONE
Nashville, TN

CECIL D. CONLEE
Atlanta, GA

BROWNLEE O. CURREY, JR.
Nashville, TN

FRANK A. GODCHAUX III
Houston, TX

JOHN R. HALL
Lexington, KY

L. HALL HARDAWAY, JR.
Nashville, TN

H. RODES HART
Brentwood, TN

JOANNE F. HAYES
Gulf Stream, FL

MARTHA R. INGRAM
Nashville, TN

J. HICKS LANIER
Atlanta, GA

EDWARD A. MALLOY, C.S.C.
Notre Dame, IN

KENNETH L. ROBERTS
Nashville, TN

JOE L. ROBY
New York, NY

EUGENE B. SHANKS, JR.
Greenwich, CT

RICHARD H. SINKFIELD
Atlanta, GA

CAL TURNER
Franklin, TN

EUGENE H. VAUGHAN
Houston, TX

THOMAS B. WALKER, JR.
Dallas, TX

DUDLEY BROWN WHITE
Nashville, TN

W. RIDLEY WILLS II
Nashville, TN

J. LAWRENCE WILSON
Bonita Springs, FL

REBECCA WEBB WILSON
Memphis, TN

WILLIAM M. WILSON
Nashville, TN

MARIBETH GERACIOTI, Secretary to the
Board of Trust

Vanderbilt University Administration

NICHOLAS S. ZEPPOS, J.D., Chancellor
SUSAN R. WENTE, Ph.D., Provost and Vice Chancellor for Academic Affairs
AUDREY J. ANDERSON, J.D., Vice Chancellor, General Counsel, and Secretary of the University
BETH A. FORTUNE, M.A., Vice Chancellor for Public Affairs
ANDERS W. HALL, M.B.A., Vice Chancellor for Investments and Chief Investment Officer
GEORGE C. HILL, Ph.D., Vice Chancellor for Equity, Diversity, and Inclusion and Chief Diversity Officer
ERIC C. KOPSTAIN, M.B.A., Vice Chancellor for Administration
JOHN M. LUTZ, A.B., Vice Chancellor for Information Technology
SUSIE S. STALCUP, B.B.A., C.F.P., Vice Chancellor for Development and Alumni Relations
BRETT SWEET, M.B.A., Vice Chancellor for Finance and Chief Financial Officer
DAVID WILLIAMS II, J.D., LL.M., M.B.A., Vice Chancellor for Athletics and University Affairs and Athletics Director

Deans

JEFFREY R. BALSER, M.D., Ph.D., Dean of the School of Medicine
MARK D. BANDAS, Ph.D., Associate Provost and Dean of Students
VANESSA BEASLEY, Ph.D., Dean of The Martha Rivers Ingram Commons
CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College
LAUREN A. BENTON, Ph.D., Dean of the College of Arts and Science
DOUGLAS L. CHRISTIANSEN, Ph.D., Vice Provost for University Enrollment Affairs and Dean of Admissions and Financial Aid
PHILIPPE M. FAUCHET, Ph.D., Dean of the School of Engineering
CHRIS GUTHRIE, J.D., Dean of the Law School
M. ERIC JOHNSON, Ph.D., Dean of Owen Graduate School of Management
LINDA D. NORMAN, D.S.N., Dean of the School of Nursing
EMILIE M. TOWNES, Ph.D., Dean of the Divinity School
MARK WAIT, D.M.A., Dean of Blair School of Music
MARK T. WALLACE, Ph.D., Dean of the Graduate School

Archived 2016/2017
Peabody College Catalog

Peabody College

CAMILLA P. BENBOW, Ed.D., Dean
 XIU CHEN CRAVENS, Ph.D., Associate Dean for International Affairs
 DAVID K. DICKINSON, Ed.D., Associate Dean for Research
 JOSEPH F. MURPHY, Ph.D., Associate Dean for Special Projects
 MONIQUE ROBINSON-NICHOLS, Ed.D., Associate Dean for Students
 and Equity, Diversity, and Inclusion
 JACCI L. RODGERS, Ph.D., Associate Dean for External Affairs
 SHARON L. SHIELDS, Ph.D., Associate Dean for Professional Education
 CRAIG A. SMITH, Ph.D., Associate Dean for Undergraduate Education
 BETTY S. LEE, M.Ed., Assistant Dean, Office of Academic Services
 DAWN HALE, B.F.A., Assistant to the Dean

Faculty Council

Maury Nation, Deborah Rowe, Megan M. Saylor, Heather L. Smith. Ex
 Officio: Camilla P. Benbow.

Endowed Chairs and Named Professorships

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

Committees of the Faculty Council

Affirmative Action and Diversity
 Curriculum
 Faculty Affairs
 Teaching
 Research

Council on Teacher Education

Camilla P. Benbow, Chair.

Faculty

BROOKE A. ACKERLY, Associate Professor of Political Science;
 Associate Professor of Human and Organizational Development;
 Associate Professor of Law
 B.A. (Williams 1988); Ph.D. (Stanford 1997) [2001]
 ROBERT DALE BALLOU, Associate Professor of Leadership, Policy, and
 Organizations
 B.A. (Stanford 1972); Ph.D. (Yale 1989) [2002]
 MARK D. BANDAS, Associate Provost and Dean of Students; Assistant
 Professor of the Practice of Education
 B.A. (Connecticut College 1975); Ph.D. (Vanderbilt 1985) [1994]
 SANDRA BARNES, Professor of Sociology of Religion; Human and
 Organizational Development
 B.A. (Fisk 1986); M.S. (Georgia Institute of Technology 1989); M.S.
 (Interdenominational Theological Center 1995); Ph.D. (Georgia State
 1999) [2008]
 ERIN ELIZABETH BARTON, Assistant Professor of Special Education
 B.S. (Illinois 1999); M.Ed. (DePaul 2002); Ph.D. (Vanderbilt 2007)
 [2013]

JEROLD P. BAUCH, Professor of Education, Emeritus
 B.S. (Wisconsin 1958); M.Ed., Ed.D. (Florida 1964, 1967) [1970]
 CAMILLA PERSSON BENBOW, Patricia and Rodes Hart Dean of
 Education and Human Development; Professor of Psychology
 B.A., M.A., M.S., Ed.D. (Johns Hopkins 1977, 1978, 1980, 1981)
 [1998]
 KIMBERLY D. BESS, Assistant Professor of Human and Organizational
 Development
 B.A. (California, Berkeley 1984); M.S., Ph.D. (Vanderbilt 1994, 2006)
 [2006]
 LEONARD BICKMAN, Professor of Psychology, Emeritus
 B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D.
 (CUNY 1969) [1981]
 KAREN E. BLANKENSHIP, Assistant Professor of the Practice of Special
 Education
 B.S. (Vanderbilt 1976); M.S. (New Orleans 1985); Ph.D. (Vanderbilt
 2004) [2008]
 ANGELA BOATMAN, Assistant Professor of Public Policy and Higher
 Education
 B.A. (Minnesota 2000); M.A., M.P.P. (Michigan 2006, 2006); Ed.D.
 (Harvard 2012) [2013]
 COREY E. BRADY, Assistant Professor of Learning Sciences; Assistant
 Professor of Teaching and Learning
 B.A. (Dartmouth 1990); M.S. (Chicago 1993); M.A. (Virginia 1996);
 Ph.D. (Dartmouth 2013) [2016]
 JOHN M. BRAXTON, Professor of Leadership, Policy, and Organizations
 B.A. (Gettysburg 1967); M.A. (Colgate 1968); D.Ed. (Pennsylvania
 State 1980) [1992]
 PENELOPE H. BROOKS, Professor of Psychology, Emerita
 B.A. (Texas 1961); Ph.D. (Minnesota 1964) [1971]
 SARAH BROWN-SCHMIDT, Associate Professor of Psychology and
 Human Development
 B.A. (Reed 1999); M.A., Ph.D. (Rochester 2004, 2005) [2016]
 MARGARET CAGLE, Lecturer in Education
 B.A. (Carnegie Mellon 1979); M.A. (California State, Northridge 2004)
 [2014]
 CHRISTOPHER A. CANDELARIA, Assistant Professor of Public Policy
 and Education
 B.A., M.A. (Stanford 2006, 2014) [2016]
 MARISA A. CANNATA, Research Assistant Professor of Leadership,
 Policy, and Organizations
 B.A. (Stanford 2000); Ph.D. (Michigan State 2007) [2008]
 MARK D. CANNON, Associate Professor of Leadership and Organizations
 B.S., M.S. (Brigham Young 1985, 1987); A.M., Ph.D. (Harvard 1996,
 1998) [1998]
 ANDREA CAPIZZI, Assistant Professor of the Practice of Special
 Education; Director, Undergraduate Studies in Special Education
 B.A. (William and Mary 1992); M.Ed., Ph.D. (Vanderbilt 1994, 2006)
 [2006]
 CHRISTOPHER CARPENTER, Professor of Economics; Professor of
 Law; Professor of Health Policy; Professor of Public Policy and
 Education
 B.A. (Albion 1997); Ph.D. (California, Berkeley 2002) [2013]
 ASHLEY CARSE, Assistant Professor of Human and Organizational
 Development
 B.B.A. (Georgia 1999); M.A. (2005); Ph.D. (North Carolina 2011) [2016]
 ERIK WILLIAM CARTER, Professor of Special Education
 B.A. (Wheaton 1996); M.Ed., Ph.D. (Vanderbilt 1998, 2004) [2011]
 VERA A. CHATMAN, Professor of the Practice of Human and
 Organizational Development, Emerita
 B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976) [1994]
 SUN-JOO CHO, Assistant Professor of Psychology
 B.A., B.A., M.A. (Yonsei [Korea] 1999, 2001, 2003); Ph.D. (Georgia
 2007) [2009]

- DOUGLAS A. CLARK, Professor of Science Education
B.A. (North Carolina 1989); M.A. (Stanford 1991); Ph.D. (California, Berkeley 2000) [2009]
- R. WILBURN CLOUSE, Professor of Education, Emeritus
B.A. (Lipscomb 1959); M.A. (Middle Tennessee State 1968); Ph.D. (Peabody 1977) [1969]
- PAUL A. COBB, Professor of Education
B.S. (Bristol [U.K.] 1975); M.A., Ed.D. (Georgia 1980, 1983) [1992]
- DAVID A. COLE, Patricia and Rodes Hart Chair; Professor of Psychology and Human Development; Director, Graduate Studies in Psychology and Human Development
B.A. (Saint Olaf 1976); M.A., Ph.D. (Houston 1980, 1983) [2001]
- BRUCE E. COMPAS, Patricia and Rodes Hart Chair; Professor of Psychology and Human Development; Professor of Pediatrics
B.A., M.A., Ph.D. (California, Los Angeles 1973, 1975, 1980) [2002]
- KENNETH S. COOPER, Professor of History, Emeritus
B.A. (College of Emporia 1940); M.A. (Nebraska 1941); Ph.D. (Missouri 1947) [1947]
- DAVID S. CORDRAY, Professor of Psychology, Emeritus
B.A., M.A. (California State 1972, 1974); Ph.D. (Claremont Graduate 1979) [1989]
- ANNE L. CORN, Professor of Special Education, Emerita
B.S. (Syracuse 1972); M.A. (California, San Francisco 1973); Ed.M., Ed.D. (Columbia 1978, 1980) [1992]
- JOSE COSSA, Senior Lecturer in International Education Policy
B.A. (Swaziland College of Theology 1995); M.A. (Cape Theological Seminary 2000); Ph.D. (Loyola 2007) [2016]
- XIU CHEN CRAVENS, Associate Dean for International Affairs; Associate Professor of the Practice of Educational Policy
B.A. (Peking [China] 1989); M.A. (Tennessee 1992); Ph.D. (Vanderbilt 2008) [2011]
- ROBERT L. CROWSON, JR., Professor of Leadership, Policy, and Organizations, Emeritus; Director, Graduate Studies in Leadership, Policy, and Organizations; Adjunct Professor of Leadership, Policy, and Organizations
A.B., M.A.T. (Oberlin 1961, 1962); Ph.D. (Chicago 1974) [1993]
- JOSEPH J. CUNNINGHAM, Professor of Human and Organizational Development, Emeritus; Professor of Special Education, Emeritus
B.S., M.S. (Syracuse 1963, 1965); Ed.D. (Illinois 1975) [1969]
- LAURIE E. CUTTING, Patricia and Rodes Hart Chair; Professor of Special Education; Professor of Psychology; Professor of Pediatrics
B.A. (American 1993); M.A., Ph.D. (Northwestern 1995, 1999) [2009]
- MARIA ALEXANDRA DA FONTE, Assistant Professor of the Practice of Special Education
M.S., Ph.D. (Purdue 2001, 2008) [2008]
- SHANNON MARY DANIEL, Senior Lecturer in Education
B.A. (Pennsylvania State 2004); M.Ed., Ph.D. (Maryland 2008, 2012) [2012]
- ANA CHRISTINE DASILVA, Professor of the Practice of Elective Learning
B.A. (California State Polytechnic 1991); M.A., Ph.D. (Nevada, Las Vegas 1996, 2001) [2001]
- G. NICOLE DAVIS, Research Assistant Professor of Special Education
B.A. (Texas A&M 1998); M.A., Ph.D. (Colorado 2005, 2006) [2009]
- H. FLOYD DENNIS, JR., Professor of Special Education, Emeritus
J.D. (Vanderbilt 1958) [1971]
- DAVID K. DICKINSON, Associate Dean for Research and Strategic Planning; Margaret Cowan Chair of Teacher Education; Professor of Education
B.A. (Oberlin 1971); Ed.M. (Temple 1976); Ed.D. (Harvard 1982) [2005]
- DAVID K. DIEHL, Assistant Professor of Human and Organizational Development
B.A. (Michigan 1999); Ph.D. (Stanford 2011) [2014]
- PAUL R. DOKECKI, Professor of Human and Organizational Development, Emeritus; Professor of Psychology, Emeritus
B.A. (Manhattan 1962); M.A., Ph.D. (Peabody 1963, 1968) [1970]
- SUSAN DOUGLAS, Assistant Professor of the Practice of Psychology
B.A. (Christian Brothers 1989); M.S., Ph.D. (Vanderbilt 1993, 1999) [2005]
- CORBETTE S. DOYLE, Lecturer in Organizational Studies
B.A. (SUNY, Oswego 1978); M.B.A. (Vanderbilt 1987) [2008]
- WILLIAM R. DOYLE, Associate Professor of Higher Education
B.A. (Villanova 1996); Ph.D. (Stanford 2004) [2004]
- TIMOTHY A. DRAKE, Adjunct Assistant Professor
B.A. (Brigham Young 2007); M.Ed., Ph.D. (Vanderbilt 2011, 2015) [2016]
- TERESA DUNLEAVY, Assistant Professor of the Practice of Mathematics Education
Ph.D. (University of Washington 2013) [2015]
- ELISABETH MAY DYKENS, Annette Schaffer Eskind Chair in the Vanderbilt Kennedy Center; Professor of Psychology and Human Development; Professor of Pediatrics; Professor of Psychiatry
B.A. (Mount Holyoke 1979); M.A., Ph.D. (Kansas 1983, 1985) [2003]
- MIMI ENGEL, Assistant Professor of Public Policy and Education
B.A. (Illinois 1993); A.M. (Chicago 1998); Ph.D. (Northwestern 2008) [2009]
- BRENT J. EVANS, Assistant Professor of Public Policy and Higher Education
B.A. (Virginia 2002); M.Ed. (Harvard 2006); M.A., Ph.D. (Stanford 2012, 2013) [2013]
- CAROLYN M. EVERTSON, Professor of Education, Emerita
B.S., Ph.D. (Texas 1958, 1972) [1984]
- JANET S. EYLER, Professor of the Practice of Education, Emerita
B.A., M.Ed. (University of Washington 1966, 1970); Ph.D. (Indiana 1977) [1976]
- DALE CLARK FARRAN, Antonio M. and Anita S. Gotto Chair in Teaching and Learning; Professor of Education
B.A. (North Carolina 1965); Ph.D. (Bryn Mawr 1975) [1996]
- LISA K FAZIO, Assistant Professor of Psychology
B.A. (Washington University 2004); Ph.D. (Duke 2010) [2014]
- ANDREW J. FINCH, Associate Professor of the Practice of Human and Organizational Development
B.S. (Kansas 1991); M.Ed., Ph.D. (Vanderbilt 1996, 2003) [2004]
- JOHN K. FOLGER, Professor of Education, Emeritus
A.B. (Emory 1943); M.A., Ph.D. (North Carolina 1950, 1951) [1981]
- ANJALI FORBER-PRATT, Assistant Professor of Human and Organizational Development
B.S., M.A., Ph.D. (Illinois 2006, 2007, 2012) [2015]
- DONNA Y. FORD, Professor of Special Education
B.A., M.Ed., Ph.D. (Cleveland State 1984, 1988, 1991) [2004]
- JAMES C. FRASER, Associate Professor of Human and Organizational Development
B.A. (Georgia 1990); M.A., Ph.D. (Georgia State 1993, 1996) [2007]
- GINA FRIEDEN, Assistant Professor of the Practice of Human and Organizational Development
B.S. (Oklahoma 1978); M.D. (Indiana 1981); Ph.D. (Memphis State 1988) [1994]
- SUSAN FRIEDMAN, Lecturer in Human and Organizational Development
B.A. (Wellesley 1972); M.A. (Western Michigan 1977); M.B.A. Arizona State 1986) [2000]
- DOUGLAS H. FUCHS, Nicholas Hobbs Chair; Professor of Special Education; Professor of Pediatrics
B.A. (Johns Hopkins 1971); M.S. (Pennsylvania 1973); Ph.D. (Minnesota 1978) [1985]
- LYNN S. FUCHS, Nicholas Hobbs Chair; Professor of Special Education; Professor of Pediatrics
B.A. (Johns Hopkins 1972); M.S. (Pennsylvania 1973); Ed.S., Ph.D. (Minnesota 1977, 1981) [1985]
- EMILY C. PHILLIPS GALLOWAY, Assistant Professor of Literacy Education
M.S., B.A. (Pennsylvania); D.Ed. (Harvard) [2016]
- KATHY A. GANSKE, Professor of the Practice of Literacy; Research Professor of Teaching and Learning
B.A. (Iowa 1973); M.Ed., Ph.D. (Virginia 1988, 1994) [2015]
- JUDY GARBER, Professor of Psychology and Human Development; Professor of Psychiatry
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987) [1985]
- JOHN G. GEER, Vice Provost for Academic and Strategic Affairs; Gertrude Conaway Vanderbilt Professor of Political Science; Professor of Political Science; Professor of Public Policy and Education; Chair of the Department of Political Science
B.A. (Franklin and Marshall 1980); M.A., Ph.D. (Princeton 1982, 1986) [1995]

- LEIGH Z. GILCHRIST, Assistant Professor of the Practice of Human and Organizational Development
B.S., M.Ed., Ed.D. (Vanderbilt 1992, 2000, 2007) [2008]
- JOANNE W. GOLANN, Assistant Professor of Public Policy and Education
B.A. (Amherst 2004); M.A. (Chicago 2006); M.A. (Princeton 2010) [2016]
- ELLEN B. GOLDRING, Patricia and Rodes Hart Chair; Professor of Educational Leadership and Policy; Chair of the Department of Leadership, Policy, and Organizations
B.S. (Wisconsin 1978); M.A. (Tel Aviv [Israel] 1982); Ph.D. (Chicago 1985) [1991]
- AMANDA P. GOODWIN, Associate Professor of Language, Literacy, and Culture
B.A. (Princeton 2001); M.S.Ed., Ph.D. (Miami 2005, 2010) [2010]
- MELISSA SOMMERFIELD GRESALFI, Associate Professor of Mathematics Education
B.A. (Franklin and Marshall 1999); M.A., Ph.D. (Stanford 2001, 2004) [2012]
- BRIAN A. GRIFFITH, Associate Clinical Professor of Human and Organizational Development
B.S. (Miami [Ohio] 1984); M.Div. (Columbia International 1992); Ph.D. (South Carolina, Spartanburg 1998) [1998]
- JASON A. GRISSOM, Associate Professor of Public Policy and Education
B.S., B.A. (North Carolina State 2001, 2002); M.A., Ph.D. (Stanford 2005, 2007) [2011]
- JAMES W. GUTHRIE, Professor of Leadership, Policy, and Organizations, Emeritus
A.B., M.A., Ph.D. (Stanford 1958, 1960, 1968) [1994]
- ROGERS HALL, Professor of Education
B.A., M.A. (Houston 1976, 1978); M.S., Ph.D. (California, Irvine 1983, 1990) [2002]
- RANDALL K. HARLEY, Professor of Special Education, Emeritus
B.S. (Middle Tennessee State 1949); M.A., Ph.D. (Peabody 1954, 1962) [1964]
- VICKI S. HARRIS, Assistant Clinical Professor of Psychology and Human Development; Assistant Clinical Professor of Psychiatry
B.S. (SUNY, Cortland 1984); M.S., Ph.D. (Pennsylvania State 1987, 1991) [1993]
- TED S. HASSELBRING, Research Professor of Special Education
B.S., M.A.T., Ed.D. (Indiana 1971, 1972, 1979) [1982]
- DEBORAH D. HATTON, Associate Professor of Special Education
B.S. (Auburn 1974); M.S. (Florida State 1980); Ph.D. (North Carolina 1995) [2009]
- CARL HAYWOOD, Professor of Psychology, Emeritus
Ph.D. (Illinois 1961) [1962]
- CRAIG ANNE HEFLINGER, Professor of Human and Organizational Development
B.A. (Vanderbilt 1973); M.A. (Peabody 1975); Ph.D. (Vanderbilt 1989) [1989]
- CAROLYN J. HEINRICH, Professor of Public Policy and Education; Professor of Economics
B.A. (Beloit 1989); M.A., Ph.D. (Chicago 1991, 1995) [2015]
- MARY LOUISE HEMMETER, Professor of Special Education
B.S. (Auburn, Montgomery 1984); M.Ed., Ph.D. (Vanderbilt 1987, 1991) [2005]
- ANDREA W. HENRIE, Lecturer in Education
B.S.E., M.Ed. (Freed-Hardeman 1999, 2001); Ph.D. (Tennessee 2008) [2006]
- GARY T. HENRY, Professor of Public Policy and Education
B.A., M.A. (Kentucky, Lexington 1975, 1978); Ph.D. (Wisconsin, Milwaukee 1992) [2012]
- BRIAN L. HEUSER, Assistant Professor of the Practice of International Educational Policy
B.A. (Furman 1996); M.T.S., Ed.D. (Vanderbilt 2000, 2007) [2008]
- STEPHEN P. HEYNEMAN, Professor of Leadership, Policy, and Organizations, Emeritus
B.A. (California, Berkeley 1964); M.A. (California, Los Angeles 1965); Ph.D. (Chicago 1973) [2000]
- ROBERT MICHAEL HODAPP, Professor of Special Education; Director, Graduate Studies in Special Education
A.B. (Columbia College 1977); B.A. (Columbia 1977); M.A., Ph.D. (Boston University 1981, 1983) [2003]
- JAMES H. HOGGE, Professor of Psychology, Emeritus
B.A., Ph.D. (Texas 1964, 1966) [1967]
- STEVEN D. HOLLON, Gertrude Conaway Vanderbilt Professor of Psychology; Professor of Psychology; Professor of Psychiatry
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977) [1985]
- KATHLEEN V. HOOVER-DEMPSEY, Professor of Psychology, Emerita
A.B. (California, Berkeley 1964); M.A., Ph.D. (Michigan State 1969, 1974) [1973]
- ILANA SEIDEL HORN, Professor of Mathematics Education
B.A. (Swarthmore 1993); M.A., Ph.D. (California, Berkeley 1998, 2002) [2009]
- ANDREW L. HOSTETLER, Assistant Professor of the Practice of Social Studies Education
B.S. (Kent State 2002); M.Ed. (Ashland 2008); Ph.D. (Kent State 2012) [2012]
- CAROLYN HUGHES, Professor of Special Education, Emerita
A.B. (California, Berkeley 1969); M.S. (Eastern Montana 1985); Ph.D. (Illinois 1990) [1991]
- MELANIE KITTRELL HUNDLEY, Associate Professor of the Practice of English Language Arts
B.A. (Wesleyan [Georgia] 1989); M.Ed., Ph.D. (Georgia 2003, 2007) [2007]
- SHANE HUTTON, Lecturer in Psychology
Ph.D. (North Carolina 2015) [2015]
- ANNA LEY INGRAHAM, Associate Professor of Health and Physical Education, Emerita
B.S., M.A. (Peabody 1949, 1954) [1968]
- ROBERT B. INNES, Professor of Human and Organizational Development, Emeritus
B.A., M.A. (Michigan State 1963, 1965); Ph.D. (Michigan 1971) [1971]
- ROBERT T. JIMENEZ, Professor of Language, Literacy and Culture
B.A. (Las Americas [Mexico] 1978); M.Ed., Ph.D. (Illinois 1986, 1992) [2004]
- HEATHER JO JOHNSON, Assistant Professor of the Practice of Science Education
M.A.T., B.A. (Virginia 1998, 1998); Ph.D. (Northwestern 2012) [2011]
- NICOLE JOSEPH, Assistant Professor of Mathematics Education
B.A. (Seattle 1993); M.A. (Pacific Oaks College Northwest 2003); Ph.D. (University of Washington 2011) [2016]
- ANN P. KAISER, Susan Gray Endowed Chair; Professor of Special Education
B.S. (Kansas State 1970); M.A., Ph.D. (Kansas 1973, 1974) [1982]
- EARLINE D. KENDALL, Professor of the Practice of Early Childhood Education, Emerita
B.A. (Lipscomb 1957); M.A., Ph.D. (Peabody 1966, 1977) [1992]
- LESLIE D. KIRBY, Principal Senior Lecturer in Human and Organizational Development
B.A., M.S., Ph.D. (Vanderbilt 1992, 1996, 1999) [2001]
- VICTORIA F. KNIGHT, Assistant Professor of Special Education
B.A. (California, Santa Cruz 1997); M.A. (Northern Colorado 2005); Ph.D. (North Carolina, Charlotte 2010) [2013]
- LOUISE C. KNOWLES, Associate Professor of Health and Physical Education, Emerita
B.S. (Northeastern Oklahoma State 1942); M.A., Ed.S. (Peabody 1957, 1963) [1965]
- SUSAN M. KOCHANOWSKI, Senior Lecturer in Organizational Leadership
B.S. (Southern Mississippi 1981); M.S. (Auburn 1985); M.A. (Lutheran Theological Southern Seminary 1990); Ph.D. (SUNY, Albany 2008) [2014]
- DAVID LAIRD, Assistant Professor of the Practice of Education
B.A., M.Ed., Ed.D. (Vanderbilt 1995, 1997, 2003) [2013]
- JOSEPH M. LAMBERT, Assistant Professor of the Practice of Special Education
B.A. (Brigham Young 2007); M.A. (Northeastern 2009); Ph.D. (Utah State 2013) [2013]
- JONATHAN LANE, Assistant Professor of Psychology
B.A. (Florida International 2005); M.A., Ph.D. (Michigan 2008, 2011) [2015]
- KEVIN M. LEANDER, Associate Professor of Education; Associate Professor of English
B.A. (Colorado, Boulder 1985); M.A., Ph.D. (Illinois 1995, 1999) [1999]

- JENNIFER LEDFORD, Assistant Professor of Special Education
B.A. (Emory 2003); M.Ed. (Georgia 2006); Ph.D. (Vanderbilt 2012) [2014]
- DEBORAH LUCAS LEHRER, Lecturer in Education
B.A. (SUNY, Albany 1970); M.Ed. (Edinboro 1971); B.S. (Wisconsin 1989) [2002]
- RICHARD LEHRER, Frank W. Mayborn Professor of Education
B.S. (Rensselaer Polytechnic Institute 1973); M.S., Ph.D. (SUNY, Albany 1976, 1983) [2002]
- CHRISTOPHER J. LEMONS, Assistant Professor of Special Education
B.A., M.A. (Texas 1996, 1999); Ph.D. (Vanderbilt 2008) [2013]
- CHASE L. LESANE-BROWN, Senior Lecturer in Psychology
B.A. (California, Riverside 1993); M.S. (California State, San Marcos 1998); M.A., Ph.D. (Michigan 1999, 2002) [2005]
- DANIEL T. LEVIN, Professor of Psychology and Human Development
B.A. (Reed 1989); Ph.D. (Cornell 1997) [2003]
- LUIS A. LEYVA, Assistant Professor of Mathematics Education
B.A., Ed.M. (Rutgers 2010, 2022) [2016]
- JAMES LIEBMAN, Instructor in Leadership, Policy, and Organizations
B.A. (Yale 1974); J.D. (Stanford 1977) [2016]
- MARK LIPSEY, Director of Peabody Research Institute; Research Professor of Human and Organizational Development
B.S. (Georgia Institute of Technology 1968); Ph.D. (Johns Hopkins 1972) [1992]
- BLAIR PARKER LLOYD, Assistant Professor of Special Education
B.S. (Davidson 2006); M.S., Ph.D. (Vanderbilt 2011, 2013) [2013]
- CATHERINE GAVIN LOSS, Assistant Professor of the Practice of Public Policy and Education
B.A. (Purdue 1992); M.A. (Chicago 1993); Ph.D. (Virginia 2005) [2008]
- CHRISTOPHER LOSS, Associate Professor of Public Policy and Higher Education; Associate Professor of History
B.A. (Pennsylvania State 1994); M.A., M.A., Ph.D., Ph.D. (Virginia 2000, 2001, 2007, 2007) [2007]
- DAVID LUBINSKI, Professor of Psychology and Human Development
B.A., Ph.D. (Minnesota 1981, 1987) [1998]
- JEANNETTE MANCILLA-MARTINEZ, Associate Professor of Literacy Instruction
B.A. (Mount Saint Mary's College 2000); Ed.M., Ed.D. (Harvard 2004, 2009) [2015]
- NINA C. MARTIN, Associate Clinical Professor of Psychology
B.A., M.Ed. (Vanderbilt 1981, 1985); Ed.M., Ed.D. (Harvard 1990, 1998) [2001]
- MICHAEL A. MARTINO, Adjunct Instructor in Leadership, Policy, and Organizations
B.E. (Pennsylvania State 1978); M.B.A. (Northwestern 1985) [2016]
- EBONY O. MCGEE, Assistant Professor of Diversity and STEM Education; Assistant Professor of Medicine, Health, and Society
B.S. (North Carolina Agricultural and Technical State 1996); M.S. (New Jersey Institute of Technology 1998); Ph.D. (Illinois, Chicago 2009) [2012]
- BRENDA MCKENZIE, Senior Lecturer in Higher Education
B.S. (Oakland 1987); M.Ed., Certificate, D.Phil. (Kent State 1991, 2014, 2015) [2016]
- F. JOSEPH MCLAUGHLIN III, Associate Clinical Professor of Psychology
B.A. (Vanderbilt 1971); M.A., Ph.D. (Peabody 1973, 1979) [1981]
- CATHERINE MCTAMANEY, Senior Lecturer in Education
B.S., M.Ed., Ed.D. (Vanderbilt 1994, 1998, 2006) [2006]
- JACK W. MILLER, Professor of Education, Emeritus
B.S. (Bemidji State 1956); M.A., Ed.D. (Peabody 1957, 1961) [1962]
- CECILIA HYUNJUNG MO, Assistant Professor of Political Science; Assistant Professor of Public Policy and Education
B.A. (Southern California 2002); M.A. (Loyola Marymount 2004); M.P.A. (Harvard 2006); Ph.D. (Stanford 2012) [2012]
- JOSEPH F. MURPHY, Associate Dean for Special Projects; Frank W. Mayborn Chair in Peabody College; Professor of Education
B.A. (Muskingum 1971); M.S.T. (Chicago 1974); Ph.D. (Ohio State 1980) [1988]
- VELMA MCBRIDE MURRY, Betts Chair of Education and Human Development; Professor of Human and Organizational Development; Professor of Health Policy
B.S. (Tennessee 1974); M.S., Ph.D. (Missouri 1985, 1987) [2008]
- CHARLES B. MYERS, Professor of Social Studies Education, Emeritus
B.S. (Pennsylvania State 1961); M.A., Ph.D. (Peabody 1963, 1968) [1970]
- MAURY NATION, Associate Professor of Human and Organizational Development
B.A. (Georgia State 1992); Ph.D. (South Carolina 1999) [2003]
- KRISTEN WEEKS NEAL, Lecturer in Education
B.A. (Miami [Ohio] 1989); M.Ed., Ph.D. (Vanderbilt 1990, 1999) [2009]
- AMY NEEDHAM, Professor of Psychology and Human Development; Chair, Department of Psychology and Human Development
B.A. (Knox 1987); M.A., Ph.D. (Illinois 1989, 1992) [2009]
- ANN M. NEELY, Associate Professor of the Practice of Education
B.S., M.Ed. (Auburn, Montgomery 1977, 1979); Ed.D. (Georgia 1983) [1985]
- CAROL NIXON, Research Assistant Professor of Human Development Counseling
B.S. (Vanderbilt 1986); M.A. (Middle Tennessee State 1990); Ph.D. (Vanderbilt 2006) [2011]
- JULIA NOLAND, Senior Lecturer in Psychology
B.A. (Earlham School of Religion 1991); Ph.D. (Cornell 1998) [2003]
- LAURA R. NOVICK, Associate Professor of Psychology and Human Development
B.S. (Iowa 1981); Ph.D. (Stanford 1986) [1988]
- IFEOMA NWANKWO, Associate Professor of English; Associate Professor of Teaching and Learning; Associate Professor of American Studies; Director of American Studies
B.A. (Rutgers, Camden 1994); Ph.D. (Duke 1999) [2006]
- BRUCE J. OPPENHEIMER, Professor of Political Science; Professor of Public Policy and Education
A.B. (Tufts 1967); M.A., Ph.D. (Wisconsin 1968, 1973) [1993]
- MARIA OSINA, Lecturer in Psychology
M.S., B.S. (Moscow State [Russia] 2005, 2005); M.S., Ph.D. (Vanderbilt 2010, 2014) [2015]
- AMY B. PALMERI, Assistant Professor of the Practice of Education; Director, Undergraduate Studies in Teaching and Learning
B.A. (SUNY, Buffalo 1990); Ph.D. (Indiana 1995) [1995]
- KIMBERLY J. PAULSEN, Professor of the Practice of Special Education
B.A. (Northern State 1985); M.S. (Moorhead State [Kentucky] 1994); Ed.D. (Nevada, Las Vegas 1997) [1999]
- EMILY PENDERGRASS, Senior Lecturer in Education
B.S. (Tennessee, Chattanooga 1999); M.Ed. (Alabama 2003); Ph.D. (Georgia 2011) [2011]
- RICHARD L. PERCY, Associate Professor of Education, Emeritus
B.A., M.A. (Syracuse 1959, 1968); Ed.D. (Virginia 1971) [1971]
- DOUGLAS D. PERKINS, Professor of Human and Organizational Development; Director, Graduate Studies in Human and Organizational Development
B.A. (Swarthmore 1980); M.A., Ph.D. (New York 1985, 1990) [2000]
- JEANNE H. PETER, Lecturer in Education
B.A. (Southeastern Louisiana 1985); M.Ed., Ed.D. (Vanderbilt 1992, 2000) [2002]
- GEORGINE PION, Research Associate Professor of Psychology
B.A. (Simpson 1974); M.A., Ph.D. (Claremont Graduate 1977, 1980) [1989]
- LISA PRAY, Professor of the Practice of English Language Learners
B.S., M.Ed., Ph.D. (Arizona State 1986, 1998, 2003) [2011]
- KRISTOPHER J. PREACHER, Professor of Psychology
B.A. (North Carolina State 1996); M.A. (William and Mary 1998); Ph.D. (Ohio State 2003) [2011]
- GAVIN PRICE, Assistant Professor of Psychology
B.S. (York [U.K.] 2003); M.S. (University College London [U.K.] 2004); Ph.D. (Jyväskylä [Finland] 2008) [2012]
- CHRISTINE M. QUINN TRANK, Associate Professor of Organizational Leadership
B.A., Ph.D. (Iowa 1975, 2001) [2011]
- MICHELLE M. REISING, Assistant Professor of the Practice of Psychology
B.S., M.S., Ph.D. (Vanderbilt 2005, 2009, 2013) [2015]
- DANIEL J. RESCHLY, Professor of Special Education Emeritus
B.S., M.A. (Iowa State 1966, 1968); Ph.D. (Oregon 1971) [1998]

- JOHN J. RIESER, Professor of Psychology and Human Development
A.B. (Harvard 1971); Ph.D. (Minnesota 1978) [1977]
- VICTORIA J. RISKO, Professor of Education, Emerita
B.S. (Pittsburgh 1966); M.A., Ed.D. (West Virginia 1969, 1971) [1975]
- BETHANY RITTLE-JOHNSON, Professor of Psychology
B.A. (Virginia 1994); M.S., Ph.D. (Carnegie Mellon 1996, 1999) [2002]
- RACHEL B. ROBINSON, Lecturer in Education
B.S. (Florida 2004); M.S. (Florida International 2006); M.S.Ed., Ed.D. (Pennsylvania 2010, 2011) [2012]
- JOSEPH LEE RODGERS III, Lois Autry Betts Professor of Psychology; Professor of Psychology
B.S., B.A. (Oklahoma 1975, 1975); M.A., Ph.D. (North Carolina 1979, 1981) [2012]
- DEBORAH W. ROWE, Professor of Education
B.S. (Kentucky, Lexington 1976); M.Ed. (Wake Forest 1982); Ph.D. (Indiana 1986) [1986]
- SARA SAFRANSKY, Assistant Professor of Human and Organizational Development
Ph.D. (North Carolina 2014) [2015]
- HOWARD M. SANDLER, Professor of Psychology, Emeritus
B.A. (Johns Hopkins 1967); M.A., Ph.D. (Northwestern 1969, 1971) [1970]
- DAYLE A. SAVAGE, Assistant Professor of the Practice of Education
B.M.Ed. (Bradley 1978); M.Ed., Ed.D. (Vanderbilt 1999, 2005) [2005]
- MEGAN M. SAYLOR, Associate Professor of Psychology and Human Development
B.A. (California, Berkeley 1996); M.S., Ph.D. (Oregon 1997, 2001) [2001]
- LEONA SCHAUBLE, Professor of Education
A.B. (Bates 1968); M.A., Ph.D. (Columbia 1981, 1988) [2002]
- PATRICK JUDE SCHUERMANN, Assistant Professor of the Practice of Public Policy and Education
B.S., M.A. (Furman 1994, 1999); Ed.D. (Vanderbilt 2006) [2006]
- VIRGINIA M. SCOTT, Professor of French; Professor of Teaching and Learning
B.A. (Eckerd 1973); M.A. (Florida State 1975); Ph.D. (Emory 1987) [1988]
- TESHA SENGUPTA-IRVING, Assistant Professor of Teaching and Learning; Assistant Professor of Mathematics Education
B.S. (Illinois 1999); D.Phil. (Stanford 2009) [2016]
- VIRGINIA L. SHEPHERD, Research Professor of Teaching and Learning
B.S., M.S., Ph.D. (Iowa 1970, 1972, 1975) [1988]
- SHARON L. SHIELDS, Professor of the Practice of Education and Human Development
B.S., M.Ed. (Louisville 1971, 1974); Ph.D. (Peabody 1976) [1976]
- MARYBETH SHINN, Professor of Human, Organizational, and Community Development
B.A. (Radcliffe 1973); M.A., Ph.D. (Michigan 1976, 1978) [2008]
- MARCY SINGER-GABELLA, Professor of the Practice of Education
A.B. (Harvard 1985); M.A. (Columbia 1987); Ph.D. (Stanford 1991) [1991]
- CRAIG A. SMITH, Associate Dean for Undergraduate Education; Associate Professor of Psychology and Human Development; Director, Undergraduate Studies in Psychology and Human Development
A.B. (Dartmouth 1980); Ph.D. (Stanford 1986) [1988]
- HEATHER L. SMITH, Assistant Clinical Professor of Human and Organizational Development
B.S. (New Mexico State 1997); M.S. (North Carolina, Greensboro 2003); Ph.D. (Central Florida 2006) [2007]
- CLAIRE E. SMREKAR, Associate Professor of Leadership, Policy, and Organizations
B.A. (California, Los Angeles 1982); M.A., M.A., Ph.D. (Stanford 1986, 1989, 1991) [1991]
- ADELA SOLIZ, Assistant Professor of Public Policy and Higher Education
B.A. (Reed 2001); M.A. (Columbia 2006) [2016]
- PAUL W. SPEER, Professor of Human and Organizational Development; Chair of Human and Organizational Development
B.S. (Baker University 1982); Ph.D. (Missouri, Kansas City 1992) [2001]
- MATTHEW G. SPRINGER, Assistant Professor of Public Policy and Education
B.A. (Denison 1998); Ph.D. (Vanderbilt 2006) [2006]
- TAMRA STAMBAUGH, Research Assistant Professor of Special Education
B.A. (Mt. Vernon Nazarene 1991); M.Ed. (Ohio 1997); Ph.D. (William and Mary 2007) [2009]
- JAMES H. STEIGER, Professor of Psychology, Emeritus
B.A. (Cornell 1970); M.S. (Oklahoma 1972); Ph.D. (Purdue 1976) [2003]
- BARBARA STENGEL, Professor of the Practice of Education
B.A. (Bucknell 1974); M.A. (Catholic 1976); M.Ed., M.A., Ph.D. (Pittsburgh 1979, 1984, 1984) [2010]
- SONYA STERBA, Assistant Professor of Psychology
B.A. (Brown 2002); M.A., Ph.D. (North Carolina 2005, 2010) [2010]
- SARAH VANHOOSER SUITER, Assistant Professor of the Practice of Human and Organizational Development
B.S. (Furman 2001); M.S., Ph.D. (Vanderbilt 2006, 2009) [2010]
- EMILY TANNER-SMITH, Research Associate Professor of Human and Organizational Development
B.S. (Belmont 2003); M.A., Ph.D. (Vanderbilt 2007, 2009) [2010]
- GEORGENE L. TROSETH, Associate Professor of Psychology
B.S. (Wyoming 1994); M.A., Ph.D. (Illinois 1997, 2000) [2000]
- NAOMI CHOWDHURI TYLER, Associate Professor of the Practice of Special Education
B.S., M.A., Ph.D. (New Mexico State 1985, 1988, 1996) [1996]
- ANDREW J. VAN SCHAACK, Assistant Professor of the Practice of Engineering Management; Principal Senior Lecturer in Human and Organizational Development
B.S., Ph.D. (Utah State 2002, 2006) [2004]
- LEIGH WADSWORTH, Senior Lecturer in Psychology
B.A. (Elon 2000); M.A. (Alabama, Huntsville 2002); Ph.D. (Arizona State 2007) [2006]
- TEDRA A. WALDEN, Professor of Psychology and Human Development; Professor of Hearing and Speech Sciences
B.A., M.A., Ph.D. (Florida 1974, 1976, 1978) [1981]
- JEANNE WANZEK, Associate Professor of Special Education
B.S., B.A., M.S. (Northern Illinois 1995, 1995, 2000); Ph.D. (Texas 2005) [2015]
- ZACHARY E. WARREN, Associate Professor of Pediatrics; Associate Professor of Special Education; Associate Professor of Psychiatry
B.S. (William and Mary 1997); M.S., Ph.D. (Miami 2002, 2005) [2006]
- DUANE WATSON, Associate Professor of Psychology and Human Development
A.B. (Princeton 1998); Ph.D. (Rochester 2002) [2016]
- JOSEPH H. WEHBY, Associate Professor of Special Education; Chair of Special Education
B.S. (Memphis State 1982); M.Ed., Ph.D. (Vanderbilt 1987, 1990) [1990]
- BAHR H. WEISS, Associate Professor of Psychology and Human Development; Co-Director of Center for Psychotherapy Research and Policy
A.B. (Michigan 1974); Ph.D. (North Carolina 1988) [1988]
- ROBERT S. WHITMAN, Professor of English Education, Emeritus
B.A. (Lawrence 1956); M.A., Ph.D. (Illinois 1963, 1973) [1968]
- SANDRA JO WILSON, Research Assistant Professor of Special Education
B.A. (California, Davis 1988); M.S. (San Diego State 1992); Ph.D. (Vanderbilt 2000) [2000]
- MARK WOLERY, Professor of Special Education, Emeritus
B.A. (Tennessee Temple 1969); M.Ed. (Virginia Commonwealth 1975); Ph.D. (University of Washington 1980) [2000]
- PAUL J. YODER, Professor of Special Education; Research Professor of Hearing and Speech Sciences
B.S. (Louisiana State 1978); M.S. (Peabody 1979); Ph.D. (North Carolina 1985) [1986]
- RON W. ZIMMER, Associate Professor of Public Policy and Education
B.S. (Illinois Wesleyan 1992); M.S., Ph.D. (Kentucky, Lexington 1994, 1997) [2010]

Index

- A3 Center 5
 Abbreviations 33
 Academic insufficiency, sudden 27
 Academic probation 27
 Academic regulations 26
 Academic standards 26
 Accelerated Academic Achievement (A3) Center 5
 Accreditation 8, 25, 34, 35
 Activities and recreation fees 31
 Address change 10
 Administration, College 71
 Administration, University 70
 Admission 29
 Admission deadlines 29
 Admission decisions 29
 Admission, professional degrees 29
 Admission to candidacy, Ed.D. 19
 Admission to Graduate School 20
 Admission to student teaching 24
 Admission to teacher education 21
 Advanced licensure programs 21
Afro-Hispanic Review 11
 Alternative transportation 12
 Alumni Hall 16
 Annual security report 11, 16
 Anti-harassment 14
 Anti-retaliation 14
 Application, professional degrees 29
 Application, teacher licensure 25
 Applied Behavior Analysis Certification Program 45
 Athletics 17
 Auditing 27
 Audits, licensure 21
- Background check 21
 Barnes & Noble at Vanderbilt 10
 Behavioral Sciences Committee 28
 Bicycles 12
 Black Cultural Center, Bishop Joseph Johnson 11
 Board of Trust, University 69
 Bookstore 10
- CACREP 25, 34, 35
 Calendar 4
 Campus security report 11, 16
 Capstone experience, Ed.D. 19
 Capstone experience, M.Ed. 45
 Career Center 9
 Career development for Graduate School students 9
 Center for Research on Rural Families and Communities 5
 Center for Teaching 9
 Certification programs—see Licensure
 Change of address 10
 Chaplain 12
 Child and Family Center, Vanderbilt 15
 Child Care Center 15
 Child Studies 40
 Classroom Organization and Management Program (COMP) 5
 Clearances, security, for school experiences 21
 Clinical practicum in assessment 41
 Clinical psychological assessment 41
 Clinical Psychology 42
 Cognition and Cognitive Neuroscience 42
 Commencement 28
- Committee for Protection of Human Subjects
 —Behavioral Sciences Committee 28
 Committees, faculty 71
 Commodore Card 10
 Commons Center 16
 Communications official university 15
 Community Development and Action courses 49
 Community Development and Action program 34
 Confidentiality of student records 11, 14
 Core requirements, professional 22
 Council on Teacher Education 71
 Counseling center 12
 Course work, Ed.D. 18
 Courses of study 33
 Credentials, counseling 34
 Credit, transfer of 27
 Credit hour definition 27
 Crime alerts 16
 Curriculum areas, Human Development Counseling 35
- Deadlines, admission 29
 Deadlines, financial aid 29, 32
 Deficiencies 18
 Degree audits, electronic professional 26
 Degrees offered, Peabody College 5, 8, 18, 34–48
 Degrees offered, university 5, 8, 20, 33, 45
 Degree requirements 18, 22, 23, 34–48
 Developmental Psychology 42
 Dining facilities 10, 16
 Directory information 15
 Directory listings 15
 Disabilities, services for students with 13
 Dissertation 20
 Divinity School, dual degree program with 34
 Doctor of Education 18, 27, 29, 30, 36, 37
 Doctor of Education courses 51
 Doctor of Philosophy 20, 30, 33, 40, 42, 45, 48
 Dual degree programs 34, 39
- Education courses 63
 Education Policy courses 52
 Educational and assistance programs, Police Department 16
 Educational and Higher Education Leadership and Policy courses 51
 Educational Leadership and Policy 36
 Educational Leadership and Policy courses 52
 Elementary Education 22
 Emergency health care 13
 Emergency telephones 16
 Employment, international students 30
 Endorsements 22, 23, 44
 Endowed chairs 71
 English Education courses 66
 English instruction for applicants 30
 English Language Center 30
 English Language Learners 45
 English language proficiency 30
 Enrollment 5
 Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) 2, 13
 Equity in Athletics report 11
 Escort service 15, 16
 Examinations 20, 24, 29, 30, 45
 Expenses 31
 Extracurricular activities 16

- Facilities 7
 Faculty 71
 Faculty Council 71
 FAFSA 29, 32
 Family Educational Rights and Privacy Act (FERPA) 11, 14
 Family hospitalization coverage 13
 Federal/state aid 29, 32
 Fees 17, 31
 Final comprehensive assessment 41
 Financial aid deadlines 29, 32
 Financial assistance 11, 32
 Financial information 31
 Financial resources, international students 30
 Fingerprinting 21
 Food services 10, 16
 Foreign language, test of English as a 29, 30
 Foreign students 13, 30
 Free Application for Federal Student Aid (FAFSA) 29, 32
 Full-time enrollment 28
- Gifted education endorsement 44
 Grade point average 27
 Grading system 26
 Graduate degree programs 20, 33
 Graduate Development Network 9
 Graduate Honor Council 26
 Graduate Record Examination (GRE) 20, 29, 30, 44
 Graduate School, admission to 20
 Graduate School courses 58
 Graduate Student Association, Peabody 9
 Graduate Student Council 9
 Graduation rates 11
 Graduation, requirements for 28
 Grievance procedures 15
- Health center, student 13
 Heard, Jean and Alexander, Library 7
 Higher Education Administration 37
 Higher Education Administration courses 53
 Higher Education Leadership and Policy 37
 Higher Education Leadership and Policy courses 52
 History, Peabody College 5
 History, university 7
 Honor system 26
 Housing 10
 Human and Organizational Development 33
 Human and Organizational Development courses 49
 Human Development Counseling courses 50
 Human Development Counseling program 34
 Human Development Counseling tracks 35
 Humanities Education courses 67
- Identification card 10
 Immunization requirements 13
 Independent School Leadership 38
 Independent School Leadership courses 54
 Information Technology 7
 Initial teacher licensure in special education 23, 44
 Insurance, family 13
 Insurance, hospitalization and major medical 13, 30
 Insurance, international student 13, 30
 Intent to graduate notification 28
 International Education Policy and Management 38
 International Education Policy and Management courses 55
 International English Language testing System (IELTS) 29, 30
 International Student and Scholar Services 10, 30
 International students 10, 13, 30
 Internship 24
 IRIS Center 5
- J.D./M.P.P. combined program 39
- Kennedy Center 6
 Kissam Center 16, 17
- Late payment of fees 31
 Law School, dual degree program with 39
 Leadership and Organizational Performance 38
 Leadership and Organizational Performance courses 55
 Leadership in Intensive Intervention, National Center for 5
 Leadership, Policy, and Organizations 36
 Leadership, Policy, and Organizations courses 51, 56
 Learning and Design 46
 Learning, Diversity, and Urban Studies 47
 Leave of absence 28
 LGBTQI Life, Office of 11
 Liberal Education Core 21
 Libraries 7
 Library, Peabody 7
 Licensed Professional Counselor 34
 Licensure, advanced 21
 Licensure application 25
 Licensure audits 21
 Licensure programs 21, 44, 45
 Licensure requirements, meeting 21, 23, 44
 Licensure, university recommendation for 25
- Mailing address for application materials 29
 Majors, professional degree 18, 20
 Master of Arts in Teaching 45
 Master of Education 18, 27, 29, 30, 34-48
 Master of Public Health 38
 Master of Public Policy 18, 27, 29, 30, 39
 Master of Science 20, 33, 40
 Mathematically Precocious Youth, Study of 6
 Mathematics Education courses 67
 Miller Analogies Test (MAT) 29, 44
 Missed final examination 26
 Mission, goals, values of the university 8
- Named professorships 71
 National Center for Leadership in Intensive Interventions 5
 National Center on Performance Incentives 6
 National Center on Scaling Up Effective Schools 6
 NCATE 25, 47
 Next Steps at Vanderbilt 6
 Nondiscrimination statement 2, 14
 Non-thesis programs 18
- Off-campus housing 10
 Outreach programs 5
- Parking 12
 Pass/Fail 27
 Peabody Honor Council 26
Peabody Journal of Education 6
 Peabody Library 7
 Peabody Professional Institutes 6
 Peabody Research Institute 6
 People Finder online directory 15
 Performance Incentives, National Center on 6
 Placement service—see Career Center
 Police, campus 11, 15
 Poverty and Intervention, Specialization in 34, 41, 47
 PRAXIS testing 24, 45
 Principals Leadership Academy of Nashville 6
 Probation, academic 27
 Professional core requirements 22
 Professional degree audits, electronic 26
 Professional degree programs 18, 34-48

- Professional Institutes, Peabody 6
Programs for Talented Youth 7
Progress toward degree, Ed.D. 18
Project Safe 12
Protection of Human Subjects, Committee for 28
Psychological and Counseling Center 12
Psychology and Human Development 40
Psychology and Human Development courses 57
Public Policy in Education 39
- Qualifying examinations 19
Quantitative Methods 41, 42
- Rand Hall 16
Reading Education 47
Recreation, campus 17
Recreation fees 17, 31
Refunds of tuition and dormitory charges 31
Regulations, academic 26
Religious life 12
Requirements, meeting degree and licensure 22, 23
Research centers 5
Research on Rural Families and Communities, Center for 5
Research tools 19
- Sarratt Student Center 16, 31
Schulman Center for Jewish Life 12
Science Education courses 68
Science Outreach, Vanderbilt Center for 6
Screening 24
Secondary Education 22
Security 15
Security notices 16
Security report, annual 11, 16
Security clearance for experiences in schools 21
Sexual misconduct 14
Social Studies Education courses 68
Special Education 42
Special Education courses 58
 Early childhood 59
 Gifted 59
 High-Incidence Disabilities (Intervention Specialist) 60
 Severe Disabilities (Comprehensive) 61
 Visual Disabilities 62
Special Education, initial licensure in 23, 44
Specialization in Poverty and Intervention 34, 41, 47
Special students 29
Sports and recreation 17
Student centers 16
Student Health Center 12
Student Life Center 16
Student records, confidentiality of 11, 14
Student teaching 24
Study of Mathematically Precocious Youth 6
Sudden academic insufficiency 27
Summer session 29
Susan Gray School for Children 6
Symbols, explanation of 33
- Talented Youth, Vanderbilt Programs for 7
Teacher licensure 21, 23, 44, 45
Teacher education, admission to 21
Teaching and Learning 45
Teaching and Learning courses 63
Telephone directory listings 15
Thesis programs 18
Time limit for course work, Ed.D. 18
TOEFL 29, 30
Transcript evaluation, international students 30
Transcripts 27, 30, 31
Transfer of credit, professional degrees 27
Tuition 31
Tuition payment programs 31
- University courses 15
University information, obtaining 10
University recommendation for licensure 25
- Vanderbilt Center for Science Outreach 6
Vanderbilt Child and Family Center 15
Vanderbilt Kennedy Center for Research on Human Development 6
Vanderbilt Police Department 11, 15
Vanderbilt Programs for Talented Youth 7
Vanderbilt Recreation and Wellness Center 17, 31
Vandy Vans 15
Vehicle registration 12
- Walking escort 16
Withdrawal from a course 26
Withdrawal/refund schedule 31
Women's Center, Margaret Cuninggim 11
Writing Studio 11
Written examination, qualifying 19
YES (Your Enrollment Services) 15, 26