



Peabody College Professional Catalog

Vanderbilt University

2025/2026

Containing general information and courses of study for the 2025/2026 session

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Calendar

FALL SEMESTER 2025*

Classes begin / Wednesday 20 August

Thanksgiving holiday / Saturday 22 November-Sunday 30 November

Classes end / Thursday 4 December

Reading days and examinations / Friday 56 December-Saturday 13 December

Fall semester ends / Saturday 13 December

SPRING SEMESTER 2026*

Classes begin / Monday 5 January

Martin Luther King Jr. Day—Classes do not meet / Monday 19 January

Spring holiday / Saturday 7 March-Sunday 15 March

Classes end / Monday 20 April

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

Commencement / Friday 8 May

**Subject to change*

Communicating with Peabody College

Academic and faculty matters

Camilla Persson Benbow, Patricia and Rodes Hart Dean of Education and Human Development

PMB 0329

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Nashville, Tennessee 37203-5721

(615) 322-8407

Peabody graduate and professional admissions and financial assistance

Office of Graduate and Professional Admissions

PMB 0327

230 Appleton Place

Nashville, Tennessee 37203-5721

(615) 322-8410

Teacher licensure

Amanda K. Van Doorn, Director of Teacher Licensure

PMB 0209

230 Appleton Place

Nashville, Tennessee 37203-5721

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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 1,000 graduate or professional students and more than 1,000 undergraduates. There are more than 160 full-time teaching faculty. 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.

Nashville Partnership for Educational Equity Research (PEER)

The Nashville Partnership for Educational Equity Research (Nashville PEER) is a research-practice partnership between Metro Nashville Public Schools and Vanderbilt University's Peabody College focused on the district's core commitment to identify and eliminate educational inequities.

National Center for Leadership in Intensive Intervention-2

The National Center for Leadership in Intensive Intervention-2 prepares special education leaders to provide intensive intervention to students with complex learning and behavior difficulties. Funded by the Office of Special Education Programs, the center is composed of a consortium of universities including Vanderbilt University, the University of Connecticut, the University of Illinois at Chicago, the University of Minnesota, the University of Texas at Austin, The University of Georgia, and Michigan State University.

Next Steps at Vanderbilt

Next Steps at Vanderbilt is a four-year, nonresidential 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.

The Prenatal to 3 Policy Impact Center

The Prenatal-to-3 Impact Center translates research on the best public investments into state policy actions that produce results for young children and society. The Center's team of researchers and nonpartisan policy experts work with policymakers, practitioners, and advocates to navigate the evident of what works, set priorities, act with confidence, and analyze results for continuous improvement. The Center helps connect the complex social, economic, and health needs of families that support effective child development in the earliest years - seeking effective policies for each and looking at how all can work together for the greatest impact.

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.

Tennessee Education Research Alliance

The Tennessee Education Research Alliance is a unique research partnership committed to informing Tennessee's school improvement efforts with useful, timely, and high-quality studies. TERA brings together the policy leadership of the Tennessee Department of Education with the world-class expertise of Vanderbilt's Peabody College of education and human development to carry out research that helps drive the state's strategies for improving teaching and learning and contributes to the national conversation on education policy and practice. Guided by a steering committee of Peabody and TDOE officials, and with input from a broad-based advisory council of stakeholders, TERA directs scholarship and publishes and widely disseminates briefs, reports, and research syntheses that help policymakers and practitioners to better understand core challenges, design and improve solutions, and evaluate results.

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.

Accreditation

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Vanderbilt University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Vanderbilt is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and its 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)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Association for Childhood Education International (ACEI)

American Speech-Language-Hearing Association (ASHA)

National Council for the Social Studies (NCSS)

National Council for Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

Degree Programs and Certificates

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>
Applied Behavior Analysis	M.Ed.	Special Education
Child Studies	M.Ed.	Psychology and Human Development
Community Development and Action	M.Ed.	Human and Organizational Development
Counseling Studies	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
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
Innovative Design and Technology in Education	M.Ed.	Teaching and Learning
International Education Policy and Management	M.Ed.	Leadership, Policy, and Organizations
Instrumental Music Education	M.Ed.	Teaching and Learning
Integrated Early Childhood Education	M.Ed.	Special Education
Leadership and Learning in Organizations	Ed.D.	Leadership, Policy, and Organizations
Leadership and Organizational Performance	M.Ed.	Leadership, Policy, and Organizations
Multilingual Education	M.Ed.	Teaching and Learning
Organizational Development for Social Innovation	M.Ed.	Human and Organizational Development
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
Vocal/General Music Education	M.Ed.	Teaching and Learning

Degree Requirements

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

Depending on the program, 30-66 graduate-level credit hours are required for the M.Ed. and M.P.P. 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.

Thesis Programs

Students in a thesis program must submit to the dean of the college the approved thesis, giving evidence of original investigation in the major subject. In addition, the final thesis with all required signatures must be submitted electronically to the Vanderbilt Institutional Repository. 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 a thesis must pass a comprehensive examination, capstone project, or other culminating experience, designed and administered by the department.

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

The Ed.D. is awarded in recognition of distinguished attainment in education leadership and policy and higher leadership and policy, as evidenced by successful completion of doctoral coursework, a qualifying examination, and a capstone project. General requirements are listed below.

Course Work

The Ed.D. requires 84 hours of post-baccalaureate 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. student. Students must transfer 30 hours of master's or post-baccalaureate 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 Methods

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.

Qualifying Examinations

The purpose of the written qualifying examination is to evaluate student 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 qualifying examination following successful completion of the first twelve classes in the Ed.D. program. A second administration of the examination is offered, assuming faculty concurrence, for any student not gaining a passing grade upon initial administration.

Doctoral candidacy is granted 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.

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 capstone project challenges students to integrate content knowledge and analytic skills learned throughout the program and apply knowledge and skills to a problem of professional practice in an external organization.

A final capstone product will be presented to the faculty in the final semester of course work and will consist of multiple sections including: contextual analysis, data analysis, recommendations, 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.

Doctor of Education (Ed.D.) in Leadership and Learning in Organizations (Online)

The Ed.D. is awarded in recognition of distinguished attainment in Leadership and Learning in Organizations as evidenced by successful completion of doctoral course work and a capstone project. General requirements are listed below.

Course Work

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

Ed.D. Capstone Experience

The doctor of education program in Leadership and Learning in Organizations requires completion of a capstone project. The capstone project challenges students to integrate content knowledge and analytic skills learned throughout the program and to apply knowledge and skills to a problem of professional practice in an external organization.

Dual Degree Programs

Master's in Public Policy

Master of Public Policy/Juris Doctor Dual Degree Program (M.P.P./JD)

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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students should begin their dual-degree studies at Peabody College, attend the Law School during their second and third years, and then split their fourth year between Peabody and the Law School.

Master of Public Policy/Master of Business Administration Dual Degree Program (M.P.P./MBA)

Students with strong dual interests in education policy and management may apply to the M.P.P./MBA dual degree program. Offered by a joint program available through the Owen Graduate School of Management and Peabody College of education and human development, the dual degree can be obtained in three years with full-time study. Candidates for admission must apply and be accepted separately to each school and program. Current M.P.P. and MBA students can take advantage of the joint degree option with the approval of both schools. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Masters of Education in Community Development and Action

Masters of Education in Community Development and Action/Master of Theological Studies (M.Ed./M.T.S.)

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 a master of theological studies (M.T.S.). 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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply and be admitted to Peabody and the Divinity School.

The M.Ed.-M.T.S. program can usually be completed in three years, saving one year in school. A student will complete 51 hours for the M.T.S. and 30 hours for the M.Ed. Nine (9) elective hours from the total 51 MTS program (Divinity hours) will be from the Peabody School. Nine (9) hours from the total 30 M.Ed. program (Peabody hours) will be from the Divinity School and may satisfy no more than one M.Ed. requirement each in the categories of theory and skills.

Year 1: Divinity (24 hours)

Year 2: Peabody (21 hours)

Year 3: Divinity (15 hours)

More information about the dual degree program can be obtained from the CDA director, the Divinity School admissions department, or online at <https://divinity.vanderbilt.edu/academics/degrees/dual-degrees/cda/>.

Master of Education in Community Development and Action/Master of Divinity (M.Ed./M.Div.)

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 a master of divinity (M.Div.) 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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply and be admitted to Peabody and the Divinity School.

The M.Ed.-M.Div. program can usually be completed in four years. A student must be registered as a full-time student in each school for at least four semesters. A student will complete 84 hours for the M.Div. and 30 hours for the M.Ed. Eighteen (18) hours from the total 84 M.Div. program (Divinity hours) will be from the Peabody School, one of which will be the field education elective, two of which may satisfy ministerial arts requirements in leadership and education, and one of which may satisfy a core elective requirement in African American Race/Class or Gender and Sexuality. Nine (9) hours from the total 30 M.Ed. program (Peabody hours) will be from the Divinity School and may satisfy no more than one M.Ed. requirement each in the categories of theory and skills.

Year 1: Divinity (24 hours)

Year 2: Divinity (24 hours)

Year 3: Peabody (21 hours)

Year 4: Divinity (12 hours)

More information about the dual degree program can be obtained from the CDA director, the Divinity School admissions department, or online at <https://divinity.vanderbilt.edu/academics/degrees/dual-degrees/cda/>.

Masters of Education in Innovation Design and Technology in Education

Masters of Education in Innovation Design and Technology in Education and Doctor of Medicine (M.Ed./MD)

The dual degree program between Peabody College and the Vanderbilt University Medical School will allow students to pursue a master of education (M.Ed.) in Innovative Design and Technology in Education (IDeate) while also pursuing an MD. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply during their first three years of medical school and be admitted to Peabody for a year of coursework and program experiences in year three or four.

The M.D./M.Ed. program can usually be completed in five years. Dual degree students will complete the required coursework hours (27 credit hours) during two semesters and a summer session at Peabody College. The remaining 6 credit hours for the M.Ed. are capstone and internship to be completed during the spring semester of their final year in their M.D. program.

More information about the dual degree program can be obtained from the IDeaTE program director or online at <https://medschool.vanderbilt.edu/professional-degrees/>

For all M.D. dual degrees, the first three years are normally spent in the M.D. degree program. M.D. students may elect to apply for admission to a recognized dual degree program at any time during their first three years in the medical school. Students who apply for admission to the M.D. program during their first year in another recognized dual degree may also be considered for dual degree status.

Due to the blended nature of dual degree experiences, participating students are expected to abide by the School of Medicine Honor Code and to maintain the professional standards of the M.D. degree while participating in degree programs offered in other VU schools, in addition to complying with any standards established by that alternate program. If a student is concerned that expectations between programs may be in conflict, they should confer with the associate dean for medical student affairs.

Master of Education in International Education Policy and Management

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

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, this dual degree can be obtained in eight semesters. Candidates for admission must apply and be accepted separately to each program. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Certificates

Peabody College offers Graduate and Professional Certificates to students who are already enrolled in a Peabody College/Vanderbilt University post-baccalaureate-degree program. G/P certificates are earned on route to a degree, and each certificate requires 12 credit hours of specific graduate-level coursework as determined by the certificate program.

<i>Certificate</i>	<i>Department</i>
Dyslexia Studies	Special Education
Early Childhood Policy	Leadership, Policy, and Organizations
Emerging Learning Technologies and AI	Teaching and Learning
Learning Analytics	Special Education
Pediatric Psychosocial Care	Psychology and Human Development
Social Impact Design & Evaluation	Human and Organizational Development

Human and Organizational Development

CHAIR Nicole E. Allen

ASSOCIATE CHAIR Sarah Suiter

DIRECTOR OF GRADUATE STUDIES Brian D. Christens

DIRECTOR OF UNDERGRADUATE STUDIES Leigh Z. Gilchrist

Programs in the Department of Human and Organizational Development prepares students for a variety of professional careers.

Community Development and Action (M.Ed.)

Counseling Studies (M.Ed.)

Human Development Counseling (M.Ed.)

- Clinical Mental Health Counseling
- School Counseling
- Dual (Clinical Mental Health and School Counseling)

Organizational Development for Social Innovation

Graduate Degree

Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. in Community Research and Action. 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 apply for admission to the Graduate School. Students who enter the Ph.D. program without a master's degree may also obtain an M.S. during their course of study. Students entering with a nonempirical master's degree are expected to complete an empirical study. Find out more about Vanderbilt's doctoral programs online: gradschool.vanderbilt.edu/.

Leadership, Policy, and Organizations

CHAIR Will Doyle

ASSOCIATE CHAIR Marisa Cannata

DIRECTOR OF GRADUATE STUDIES Joanne Golann

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 the following 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 Learning in Organizations \(Ed.D.\)](#)

[Leadership and Organizational Performance \(M.Ed.\)](#)

[Education Policy \(M.P.P.\)](#)

Graduate School Degrees

Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. in Education Policy and Leadership 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. To apply for admission to the Graduate School, Students who enter the Ph.D. program without a master's degree may also obtain an M.S. during their course of study. Find out more about Vanderbilt's doctoral programs online: gradschool.vanderbilt.edu/.

Psychology and Human Development

CHAIR Megan Saylor

ASSOCIATE CHAIR Kristopher Preacher

DIRECTOR OF GRADUATE STUDIES David Cole

DIRECTOR OF UNDERGRADUATE STUDIES Leigh Scheer

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 M.Ed. programs in Child Studies (applied and research tracks), 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, cognition in context, and quantitative methods.

Programs in the Department

[Master of Education Program in Child Studies](#)

[Master of Education in Quantitative Methods](#)

[Master of Science in Cognitive Psychology in Context](#)

The Graduate School, through the department and college, offers the M.S. in Cognitive Psychology in Context.

Courses offered in the Department of Psychology and Human Development are listed in the courses section of this catalog.

Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. in Psychology with specializations in Clinical Psychology, Developmental Psychology, Cognition and Cognitive Neuroscience, Quantitative Methods, and Cognition in Context. Students apply for admission to the Graduate School. Find out more about Vanderbilt's doctoral programs online: gradschool.vanderbilt.edu/.

Special Education

INTERIM CHAIR Marcia Barnes

ASSOCIATE CHAIR Kimberly Paulsen

DIRECTOR OF GRADUATE STUDIES Robert M. Hodapp

DIRECTOR OF PROFESSIONAL STUDIES Alexandra Da Fonte

The Department of Special Education prepares students for various roles in the field of 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.

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 teaching licensure (see Licensure for Teaching). Students develop competencies in all categories of exceptionality but specialize in one of the three program areas offered: (a) early childhood special education program, (b) high-incidence disabilities program, or (c) low-incidence programs: severe disabilities track and visual impairments track.

The early childhood specialization is designed for those intending to work with 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 high-incidence (interventionist specialist) specialization is designed for those intending to work with children and young adults with learning disabilities and behavior disorders, and mild intellectual disabilities. The low-incidence disabilities program has two tracks: the severe disabilities and visual impairments tracks. The severe disabilities track is intended for those who wish to focus on working with children and young adults with intellectual disabilities, autism, and multiple disabilities. The visual impairments track is intended for those who wish to work with students who are blind or have low vision.

The degree program stresses field-based learning and experience, with opportunities to participate in supervised research. 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 and complete a capstone project.

[Master of Education Programs in Special Education](#)

- High Incidence
- Interventionist Specialist
- Severe Disabilities
- Visual Disabilities

[Master of Education Program in Applied Behavior Analysis](#)

[Master of Education Program in Integrated Early Childhood Education](#)

Online Post-Master's Certificate in Applied Behavior Analysis

The online ABA certificate is designed for non-degree-seeking individuals who have already completed a master's degree in a related field. Coursework is offered online through a combination of synchronous and asynchronous coursework. The certificate program is grounded in educational research and technology, challenges students to integrate applied behavior analysis into practice, and features coursework verified by the Association for Behavior Analysis International. Students who complete the certificate program will be equipped to pursue careers working with individuals with disabilities. Additional information is available at peabody.vanderbilt.edu/academics/graduate-professional-certificates/online-applied-behavior-analysis/.

Teaching and Learning

CHAIR Nicole Allen

ASSOCIATE CHAIR Heather Jo Johnson

DIRECTOR OF GRADUATE STUDIES Heidi Carlone

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 design; learning, diversity, and urban studies; reading education; and secondary education (initial licensure).

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 or added 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 and edTPA.

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 linked below.

[Elementary Education \(Grades K-5 Endorsement\) with Licensure](#)

[Elementary Education Early Start](#)

[Innovative Design and Technology in Education](#)

[Multilingual Learner Education](#)

[Reading Education](#)

[Secondary Education \(Grades 6-12 Endorsement, Music K-12, or World Languages K-12\) with Licensure](#)

Graduate School Degrees

Doctor of Philosophy

The Graduate School, through the department, offers the Ph.D. in Learning, Teaching, and Diversity. The program prepares students to address the interdisciplinary nature of problems related to learning environments, culture, and diversity. Faculty members create opportunities for students to work across the traditional boundaries that separate different subject matter domains, scholarship and practice, and world of schooling from the family, community, and workplace. Students apply for admission to the Graduate School. Find out more about Vanderbilt's doctoral programs online: gradschool.vanderbilt.edu/.

Dual Degree Programs

Master's in Public Policy

Master of Public Policy/Juris Doctor Dual Degree Program (M.P.P./JD)

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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students should begin their dual-degree studies at Peabody College, attend the Law School during their second and third years, and then split their fourth year between Peabody and the Law School.

Master of Public Policy/Master of Business Administration Dual Degree Program (M.P.P./MBA)

Students with strong dual interests in education policy and management may apply to the M.P.P./MBA dual degree program. Offered by a joint program available through the Owen Graduate School of Management and Peabody College of education and human development, the dual degree can be obtained in three years with full-time study. Candidates for admission must apply and be accepted separately to each school and program. Current M.P.P. and MBA students can take advantage of the joint degree option with the approval of both schools. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Masters of Education in Community Development and Action

Masters of Education in Community Development and Action/Master of Theological Studies (M.Ed./M.T.S.)

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 a master of theological studies (M.T.S.). 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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply and be admitted to Peabody and the Divinity School.

The M.Ed.-M.T.S. program can usually be completed in three years, saving one year in school. A student will complete 51 hours for the M.T.S. and 30 hours for the M.Ed. Nine (9) elective hours from the total 51 MTS program (Divinity hours) will be from the Peabody School. Nine (9) hours from the total 30 M.Ed. program (Peabody hours) will be from the Divinity School and may satisfy no more than one M.Ed. requirement each in the categories of theory and skills.

Year 1: Divinity (24 hours)

Year 2: Peabody (21 hours)

Year 3: Divinity (15 hours)

More information about the dual degree program can be obtained from the CDA director, the Divinity School admissions department, or online at <https://divinity.vanderbilt.edu/academics/degrees/dual-degrees/cda/>.

Master of Education in Community Development and Action/Master of Divinity (M.Ed./M.Div.)

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 a master of divinity (M.Div.) 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. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply and be admitted to Peabody and the Divinity School.

The M.Ed.-M.Div. program can usually be completed in four years. A student must be registered as a full-time student in each school for at least four semesters. A student will complete 84 hours for the M.Div. and 30 hours for the M.Ed. Eighteen (18) hours from the total 84 M.Div. program (Divinity hours) will be from the Peabody School, one of which will be the field education elective, two of which may satisfy ministerial arts requirements in leadership and education, and one of which may satisfy a core elective requirement in African American Race/Class or Gender and Sexuality. Nine (9) hours from the total 30 M.Ed. program (Peabody hours) will be from the Divinity School and may satisfy no more than one M.Ed. requirement each in the categories of theory and skills.

Year 1: Divinity (24 hours)

Year 2: Divinity (24 hours)

Year 3: Peabody (21 hours)

Year 4: Divinity (12 hours)

More information about the dual degree program can be obtained from the CDA director, the Divinity School admissions department, or online at <https://divinity.vanderbilt.edu/academics/degrees/dual-degrees/cda/>.

Masters of Education in Innovation Design and Technology in Education

Masters of Education in Innovation Design and Technology in Education and Doctor of Medicine (M.Ed./MD)

The dual degree program between Peabody College and the Vanderbilt University Medical School will allow students to pursue a master of education (M.Ed.) in Innovative Design and Technology in Education (IDeate) while also pursuing an MD. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Students must apply during their first three years of medical school and be admitted to Peabody for a year of coursework and program experiences in year three or four.

The M.D./M.Ed. program can usually be completed in five years. Dual degree students will complete the required coursework hours (27 credit hours) during two semesters and a summer session at Peabody College. The remaining 6 credit hours for the M.Ed. are capstone and internship to be completed during the spring semester of their final year in their M.D. program.

More information about the dual degree program can be obtained from the IDeaTE program director or online at <https://medschool.vanderbilt.edu/professional-degrees/>

For all M.D. dual degrees, the first three years are normally spent in the M.D. degree program. M.D. students may elect to apply for admission to a recognized dual degree program at any time during their first three years in the medical school. Students who apply for admission to the M.D. program during their first year in another recognized dual degree may also be considered for dual degree status.

Due to the blended nature of dual degree experiences, participating students are expected to abide by the School of Medicine Honor Code and to maintain the professional standards of the M.D. degree while participating in degree programs offered in other VU schools, in addition to complying with any standards established by that alternate program. If a student is concerned that expectations between programs may be in conflict, they should confer with the associate dean for medical student affairs.

Master of Education in International Education Policy and Management

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

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, this dual degree can be obtained in eight semesters. Candidates for admission must apply and be accepted separately to each program. Dual degree students must complete the requirements of both degrees before either degree can be conferred.

Licensure for Teaching

Vanderbilt offers teacher education programs for postbaccalaureate students leading to initial licensure in the following areas: *elementary (grades K-5), secondary education (grades 6-12) with endorsement in English, mathematics, biology, chemistry, physics, earth science, history, and political science, and world languages (grades preK-12) with endorsement in French, German, Latin, Mandarin and Spanish. Endorsements in economics, psychology, and sociology are available if earned with a history 6-12 endorsement.* An additional endorsement program in English Language Learners (*English as a Second Language [PreK-12]*) also is available. These programs are offered by the Department of Teaching and Learning.

Special education— interventionist (learning disabilities, behavior disorder for grades K-8 and/or 6-12), comprehensive (severe and multiple disabilities for grades K-12), teacher of students with visual impairments (visual impairment and blindness for grades PreK-12) or Integrated Early Childhood (grades Birth-PreK)). These programs are offered by the Department of Special Education.

Music endorsements (K-12 instrumental/general and K-12 vocal/general) also are available as a five-year program with Blair School of Music.

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/teacher-licensure.

Advanced Licensure Programs

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

School Counselor (grades PreK-12). Offered by the Human Development Counseling Program in the Department of Human and Organizational Development.

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

Security Clearance for Experiences in Schools

As part of the Peabody background check process you are required to pass a fingerprint criminal background check by the beginning of your first semester. Visit peabody.vanderbilt.edu/criminal-background-clearance for detailed information.

Admission to Teacher Education (For Professional Students)

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

Students in 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.

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. 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.

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/Job Embedded Experience)

Admission to Student Teaching/Job Embedded Experience is not automatic when prerequisite course work and field experiences have been completed. The semester prior to the clinical experience, the student must submit an online Screening II application to apply for faculty approval. 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 April for spring semesters.* Deadlines are firm; late applications will not be accepted. If planning to student teach 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 if that is the clinical experience route chosen by the student..**

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. Successful completion of all courses and field work required and prerequisite to student teaching
3. Minimum cumulative grade point average of 3.0 (4.0 scale)
4. 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,)
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
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

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 student teaching/internship placements in the Nashville area. Students who do not pass Screening II will have to successfully complete remediation as decided by appropriate faculty if they wish to continue on to receive licensure.

PRAXIS and edTPA 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 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 and the TN Department of Education at code 8190.

Detailed information about which PRAXIS tests are required for Tennessee licensure for the current year is located at <https://www.ets.org/praxis/tn/requirements>. The number and types of tests differ according to the endorsement being sought: for example, the elementary K-5 endorsement requires two tests; the history endorsement requires one test. Tests are expensive. ETS does offer fee waivers for eligible students. See details at <https://www.ets.org/praxis/site/test-takers/register/fee-waivers.html>.

Unless they are job-embedded candidates, students seeking licensure must also take and pass the edTPA assessment in the semester in which they student teach. The edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom. Scores must be sent to Vanderbilt and the Tennessee Department of Education. Detailed information about this assessment can be found at edtpa.com.

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 on the Office of Teacher Licensure website.

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/job embedded experience (A pass in student teaching/job embedded experience does not guarantee a favorable recommendation).

Academic Regulations

[The Honor System](#)

[Electronic Professional Degree Audits](#)

[Academic Standards](#)

[Grading System](#)

[Grading Basis From Non-Peabody Classes](#)

[Grade Appeals](#)

[Explanation of Symbols](#)

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[Credit Hour Definition](#)

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The Honor System

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

All Peabody graduate students (i.e., those seeking the M.S. or 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.) are under the jurisdiction of the Peabody Honor Council.

Students are expected to become familiar with the Vanderbilt *Student Handbook*. 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. Possible violations include but are not limited to the following:

- **Giving and/or receiving unauthorized aid or attempting to give and/or receive unauthorized aid** on an assignment, report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements.
- **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course 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 or providing false information in order to receive an extension on an assignment or to excuse an absence.
- **Any falsification of class records** or other materials submitted to demonstrate compliance with course requirements or to obtain class credit, including falsifying records of class attendance, attendance at required events or events for which credit is given, or attendance or hours spent at internships or other work service.
- **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.
- **Use of texts, papers, computer programs, or other class work prepared by commercial or noncommercial agents** and submitted as a student's own work.
- **Falsification of results** of study and research.
- **Altering a previously graded examination or test** for a regrade.

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.

Grading Basis from non-Peabody classes

Grades earned in courses taken through other Vanderbilt schools will be converted to align with Peabody College's grading scale. For example, if a student receives an A+ in a course from a school that awards this grade, it will be recorded as an A on the Peabody transcript, as Peabody College does not assign the grade of A+.

The following chart outlines how grades from the Owen Graduate School of Management are converted to the

Peabody College grading scale.

Owen Grade	Peabody Translation	Grade Points
SP	A	4.00
HP	B+	3.70
PA	B-	2.70
LP	C	2.00
F	F	0.00

Grade Appeals

A student who believes they have received an inappropriate final grade in a class can appeal that grade, if they believe the grade is inappropriate for at least one of the following reasons:

1. The student is held to different standards than other students in the course.
2. The instructor in determining the final grade applied standards that departed from those outlined in the course syllabus.
3. The student believes that there is a clerical error in the calculation or reporting of the grade.
4. The instructor did not adequately consider the student's needs for officially sanctioned and communicated accommodations.

There are potentially several steps to the appeals process, each of which should be taken in turn:

First, students and instructors are encouraged to resolve grade disputes informally. If an informal process fails, the student may formally appeal a final course grade by contacting the instructor in writing within 10 business days after the start of the following semester. The student's written appeal must include the grounds for the appeal (see conditions 1 through 4 listed above), the change in grade that is being requested, and evidence to support the student's case for a grade change. The instructor must inform the student of his/her decision in writing.

Second, if the student does not feel the matter has been resolved satisfactorily with the instructor, the student may petition the director of their professional program. The petition for reviewing the appeal must include the original written appeal, the instructor's written response, and the reason why the student is dissatisfied with the instructor's decision. The program director (PD) will review the materials and assess the merits of the case. If the PD finds no basis for the grievance, the petition will be dismissed and the student will be notified in writing. If the PD determines that the grievance has merit, they will work with the parties to seek a resolution. If the PD is the course instructor, the student may directly petition the department chair in which their program is housed.

Third, if the case is dismissed by the PD, and the student does not agree with the grounds for the decision, the student may petition the chair of the department where their program is housed. The student is responsible for providing the department chair with relevant case documentation, including the original written appeal, the written responses of both the instructor and PD, and an explanation as to why the student is dissatisfied with the PD's decision to dismiss the case. The department chair will decide as to the merits of the case and provide written documentation to all parties as to the decision. If the case is determined to have merit, the department chair will seek a resolution among the parties involved, including the student, the instructor, and the PD. If the department chair is the course instructor, the student may appeal the PD's decision directly to the dean of Peabody College.

Fourth, if the case is dismissed by the department chair and the student does not agree with the grounds for the decision, the student may appeal the department chair's decision to the Dean of Peabody College, who may assign an associate dean to handle the matter on the dean's behalf. The student is responsible for providing the dean or associate dean with relevant case documentation, including the original written appeal, the written responses of the instructor, PD, and department chair, and an explanation as to why the student is dissatisfied with the chair's decision to dismiss the case. The dean or associate dean will consult with the relevant faculty or staff as part of the review of the decision. The dean or associate dean will decide as to the merits of the case and provide written

documentation to all parties as to the decision. If the case is determined to have merit, the dean or associate dean will seek a resolution among the parties involved.

Further appeals beyond Peabody College should be directed to the Office of the Provost.

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 Office of 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
EHLP	Education and Higher Education Leadership and Policy
ELP	Educational Leadership and Policy
ENED	English Education
HDC	Human Development Counseling
HDS	Human Development Studies
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
LLO	Leadership and Learning in Organizations
LOP	Leadership and Organizational Performance
LPO	Leadership, Policy, and Organizations
MTED	Mathematics Education
MUED	Music Education
PSY-PC	Psychology and Human Development
SCED	Science Education
SPED	Special Education
SPEDE	Early Childhood Special Education
SPEDH	High Incidence Disabilities/Interventionist
SPEDS	Severe Disabilities
SPEDV	Visual Impairment
SSED	Social Studies Education
WLED	World Languages Education

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 credit hours 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 Professional degree-seeking student may audit an undergraduate or professional course with the permission of the instructor. The fee to audit is \$10.00 and will be charged through the student's account. The notation of the audit will be made on the transcript. 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. Auditing is not for credit and cannot count towards a degree requirement.

An audit registration may not be changed to a graded or Pass/Fail registration after the first week of classes.

Students wishing to audit must complete the [Audit Request Form](#) and submit via email with the instructor's signature to the Peabody Office of Academic Services (peabodyacademicservices@vanderbilt.edu).

Transfer of Credit

Transfer work must have been completed at a regionally accredited institution in which the student was registered as a post-baccalaureate student at the time the graduate-level credit was earned. If the student was not registered as a post-baccalaureate student while completing the graduate-level coursework, the student must provide evidence that the graduate-level coursework did not fulfill academic requirements for their undergraduate degree. 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, the institutional registrar certifies an equivalent grade of B or better, or if the course was completed as part of a conferred post-baccalaureate degree.

Transfer credits counted toward a degree program require approval of the student's faculty adviser, department chair, and the dean or dean's designee. 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 or dean's designee.

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 48-66-hour degree program.

Ed.D. Degree Program

Thirty applicable graduate-level credit hours must be transferred to this degree program from a regionally accredited institution.

Leave of Absence

A student may leave Peabody College by either permanently withdrawing from the university or by taking a temporary leave of absence, with the stated intention of returning to their degree program at a later date. Students must submit an official leave of absence request if they do not intend to enroll during the fall or spring terms. Leaves of absence are required during the summer term if the student's degree program regularly requires summer enrollment. Leaves are granted at the discretion of the program director and the associate dean for academic affairs and professional education. Leaves of absence are for a specified period of time, not to exceed one year. If granted, the leave of absence maintains student eligibility to register in future semesters and access to university systems and email. A student who has suspended matriculation without an approved leave of absence or a student who does not return to enrollment after the leave has expired will be required to reapply to Peabody College and will be subject to new academic policies or new degree requirements, or both. The required leave of absence form can be found on the Peabody Office of Academic Services website.

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:

MASTER OF EDUCATION AND MASTER OF PUBLIC POLICY STUDENTS

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

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

DOCTOR OF EDUCATION STUDENTS

Fall and Spring Semesters. Students must be enrolled for at least 6 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.

All students scheduled to graduate in a given term will receive an email from the Office of the University Registrar containing a link to the Graduation Confirmation form. On the form you will be asked to provide information that will help ensure the information listed on your diploma and in the Commencement program is accurate.

Certificates Policy

Peabody certificates are earned on route to the degree, and all 12 certificate hours can be applied to the degree. Up to 6 hours of named degree course requirements (core courses) may double count toward both the degree and the certificate if the certificate allows for such and the certificate director approves. Some Peabody professional degree programs (e.g. licensure or lockstep curriculum programs) do not have enough elective hours to complete a graduate and professional certificate. Not all degree programs can be combined with all certificates if they are not generally aligned in content and focus.

If interested in a certificate, students should contact their program director and the certificate director to ensure academic requirements can be met for both the degree and certificate. It is the student's responsibility to confirm program approval before submitting a certificate intent to enroll.

The degree program and certificate must be completed at the same time. G/P certificates cannot be "added on" after degree conferral. Students are strongly advised to submit the G/P certificate Intent to Enroll by the end of their first year of study or before completing 18 credit hours, whichever comes first.

Students from other Vanderbilt schools who are declaring a Peabody certificate must consult with their home school to confirm policies regarding the double counting of courses.

Admission

Peabody College professional degree programs are designed for students of high academic potential with a commitment to intellectual inquiry in the fields of education and human development. A bachelor's degree is required for admission to all professional programs at Peabody College. In addition, a master's degree of at least 30 credit hours or 30 applicable graduate-level credit hours are required for admission to Ed.D. programs. All entering professional students must submit final, official transcripts that list the degree(s) awarded and the month and year of degree conferral in order to register for classes at Vanderbilt University.

Completion of the Graduate Record Examination (GRE) is optional as part of one's application for admission to a Peabody master's (M.Ed., M.P.P.) 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.

A completed application for admission includes transcripts showing degree conferral, a letter of aspiration including a discussion of past experience, the factors that have led the applicant to consider graduate study, and a discussion of academic and professional objectives. Ed.D. applications require three letters of recommendation. Two letters of recommendation are required, three preferred, for admission to master's programs. 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 a regionally accredited American institution. Peabody College will also accept Duolingo English Test examination results as an alternative to TOEFL and IELTS examinations. Test results must include subscores. TOEFL and IELTS scores do not substitute for GRE or MAT scores.

Peabody Early Start Master's Programs

Current Vanderbilt undergraduate students can earn a career-enhancing master's degree through Peabody's early start programs. Students may apply to many master's degree programs in the fall of the junior year and begin taking graduate courses before receiving the bachelor's degree. A master's degree can increase a student's ability to make important contributions in their chosen field of study as well as enhance their value in the job market. For more information about Peabody Early Start Master's Programs, please visit the website at peabody.vanderbilt.edu/degrees-programs/masters-edd-programs/masters_programs/.

Students admitted to the Early Start Program must maintain a minimum cumulative GPA of 3.0 throughout their undergraduate studies. They are also expected to uphold the highest standards of academic integrity and to conduct themselves with honor, professionalism, and respect in all academic and community settings. Such conduct is essential to fostering an environment of dignity, trust, and mutual respect at Vanderbilt University.

Admission Deadlines

Deadline for applicants to the M.Ed., M.P.P., or Ed.D programs seeking admission are posted at <https://peabody.vanderbilt.edu/admissions/>. 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 the deadline 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 December 15.

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 holistically each applicant's individual merit.

Digital Learning Programs

Peabody College offers one online professional degree programs: an Ed.D. in Leadership and Learning in Organizations. For information about admissions, application procedures, and application deadlines, please visit the website at peabodyonline.vanderbilt.edu/academics/edd-programs/online-leadership-learning-organizations.

Prior Degrees

It is the policy of Vanderbilt University to verify prior educational credentials for all admitted students who intend to matriculate. All matriculated students must provide official copies of transcripts and any other required supporting documentation to Vanderbilt University as part of the prior degree verification process. The Office of the University Registrar will review transcripts and other supporting documentation for authenticity and to confirm degrees earned prior to matriculation at Vanderbilt. Offers of admission are contingent on a student providing the required documentation.

Incoming students will not be permitted to register for classes until they have provided the required evidence of prior degrees. Students for whom the Office of the University Registrar is unable to verify prior degrees may be subject to dismissal from the university.

The Summer Session

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

Special Students

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

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

Applications for special student status should be made at least four weeks prior to the beginning of each semester. Most special student applicants must submit only a completed admission application form (which may be completed online) 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.

Applicants who are interested in completing the job-embedded program for licensure in secondary mathematics or science would apply as special students. To be eligible for this program, applicants must have an advanced degree in mathematics or a field of science before pursuing licensure.

Deferral of Admission

An offer of admission is made for enrollment in a specific academic term. In some cases, with written approval from the program to which a student was admitted, admission may be deferred to a later semester, but no later than one year after the semester for which the offer of admission is made. Scholarship funding does not defer. Students who do not accept offers of admission must submit a new application and supporting documents, including letters of recommendation and a statement of purpose, if they wish to be considered for admission at a later date. Previously submitted test scores will automatically transfer to the new application.

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 a regionally accredited 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. Peabody College will also accept the Duolingo English Test as an alternative to TOEFL and IELTS scores. Test results must include subscores.

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 CDM. World Education Services (WES) is the preferred agency used by Peabody College. A WES evaluation is not required for the application but is required for matriculation at Peabody College.

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 Insurance. All international students are automatically enrolled in SHIP and the premium for coverage is added to their tuition billing unless proof of comparable coverage is furnished. Questions pertaining to the Student Health Insurance Plan should be sent to SHIP@vanderbilt.edu.

Graduate Record Examination (GRE). The GRE is a standardized examination designed to indicate aptitude for graduate study. Completion of the GRE is optional as part of application for admission to a Peabody College professional degree program. Official test results should be sent to the Vanderbilt University Center for Data Management. The Vanderbilt University institutional code is 1871.

Information. Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, 1107 18th Avenue South, Nashville, TN 37212 U.S.A. (or visit vanderbilt.edu/issss).

Financial Information

Payment of Tuition and Fees

Tuition, fees, and all other university charges incurred prior to or at registration are due and payment must be received by August 31 for the fall semester and December 31 for the spring semester. If courses are added after the initial billing period, it is the student's responsibility to contact the Office of Student Accounts for due dates and amounts related to tuition in order to avoid any holds and/or late payment penalties. All other charges incurred after classes begin are due and payment must be received in full by the last business day of the month in which they are billed to the student. If payment is not made within that time, Commodore Cash may not be available and

your classes may be canceled. Visit vanderbilt.edu/stuaccts for payment options.

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 or e-payment returned by the bank and reserves the right to invoke the laws of the State of Tennessee governing bad checks.

Refunds of Tuition

University policy for the refund of tuition charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or are dismissed from the university for any reason may be entitled to a partial refund. Fees are nonrefundable. The refund schedules may be viewed at vanderbilt.edu/stuaccts.

Tuition Payment Programs

Information about the Vandy Plan is available on the Student Accounts website at vanderbilt.edu/stuaccts.

Late Payment of Fees

All charges not paid by the specified due dates will be assessed a late payment fee of \$1.50 on each \$100 owed (minimum late fee of \$5).

Student Service Fees

The required student service fees entitle degree-seeking students to use the facilities of Sarratt Student Center and the David Williams II Student Recreation and Wellness Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. The fees for graduate students also include funding for activities sponsored by the Graduate Student Council. 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.

Transcripts

There is a \$100 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

All applicants are considered for financial aid upon submitting their applications to Peabody College. Peabody also offers a handful of endowed awards that require an additional application. These awards can be found online at vanderbilt.financialaidinfo. Award criteria vary with the department making the award, but, generally, prior academic endeavors and indications of professional promise are emphasized.

Assistantships 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.

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.

Administration and Faculty

Administration

CAMILLA P. BENBOW, Ed.D., Dean

NICOLE ALLEN, Ph.D., Vice Dean Faculty Affairs

ELLEN GOLDRING, Ph.D., Executive Associate Dean

NICOLE COBB, Ed.D., Associate Dean for Professional Education

JEANNETTE MANCILLA-MARTINEZ, Ed.D., Associate Dean for Graduate Education

MEAGHAN MUNDY, Ph.D., Assistant Dean for Student Engagement and Well-Being

ANITA WAGER, Ph.D., Senior Associate Dean for Undergraduate Academic Affairs

WESLEY NOTESTINE, M.S., Assistant Dean for Academic Services

SCOTT GUBALA, M.A., Executive Assistant to the Dean

Endowed Chairs and Named Professorships

Patricia and Rodes Hart Dean of Education and Human Development: Camilla P. Benbow

Patricia and Rodes Hart Professor of Educational Neuroscience: James Booth

Patricia and Rodes Hart Professor of Psychology and Human Development: David A. Cole, Bruce E. Compas

Patricia and Rodes Hart Professor of Special Education: Laurie E. Cutting

Patricia and Rodes Hart Professor of Leadership, Policy, and Organizations: Ellen B. Goldring

Patricia and Rodes Hart Professor of Public Policy and Education: Carolyn J. Heinrich

Patricia and Rodes Hart Professor of Public Policy and Education: Jason Grissom

Bob Innes Chair in Human and Organizational Development: Maury Nation

Katherine Johnson Chair in Science Education: Heidi Carlone

Lois Autrey Betts Chair in Education and Human Development: Kristopher Preacher

Carolyn M. Evertson Chair in Teacher Education: Deborah Wells Rowe

Seven Turns Chair: Paul Speer

Currey-Ingram Chair in Special Education: Jeanne Wanzek

Nicholas Hobbs Chair in Special Education and Human Development: Mary Louise Hemmeter

Betts Chair in Education and Human Development: Velma McBride Murry

Frank W. Mayborn Chair in Cognitive Science: Duane Watson

Susan W. Gray Professor of Education and Human Development: Ann P. Kaiser

Cornelius Vanderbilt Chair: Judy Garber, David Lubinski, H. Richard Milner IV, C. Cybele Raver, Marybeth Shinn

Faculty Council

peabody.vanderbilt.edu/faculty/faculty-research/faculty_council.php

Faculty

vanderbilt.edu/faculty-affairs/faculty-registry

Campus Resources

Life at Vanderbilt

Accommodations for Students with Disabilities

Student Access provides accommodations to students with disability-related limitations. Common accommodations include, but are not limited to, extended time for testing, arranging communication access, audio textbooks, physical adaptations, supplemental notes, and reading services. Students may also request accommodations related to housing, dining, and transportation. Accommodations are determined on an individual, case-by-case basis. Specific concerns pertaining to student accommodations or access on campus should be directed to the Office for Student Access (studentaccess@vanderbilt.edu) or by calling (615) 343-9727. For additional information please visit the Student Access website: vanderbilt.edu/student-access.

Nondiscrimination, Anti-Harassment, Anti-Retaliation, and Sexual Misconduct

The Title IX Office (vanderbilt.edu/title-ix) and the Equal Opportunity and Access Office (vanderbilt.edu/eo) investigate allegations of prohibited discrimination, discriminatory harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence.

Reports of discrimination, discriminatory harassment, and retaliation based on sex, parental status, or other protected status are addressed by Vanderbilt's Title IX Office. Allegations of such conduct should be directed to the Title IX Office at (615) 343-9004.

If you believe a member of the Vanderbilt community has engaged in prohibited discrimination, discriminatory harassment, or retaliation, based on an individual's protected identity such as race, color, national or ethnic origin, religion, age, disability, military service, veteran status, genetic information or any other classification protected by law, other than sex please contact the Equal Opportunity and Access Office at (615) 343-9336.

If the offense is criminal in nature, please file a report with Vanderbilt University Police Department.

The Title IX Office also facilitates the provision of supportive measures and other accommodations for students affected by sexual misconduct and power-based personal violence. Some examples of these supportive measures are mutual no contact directives, adjusted course schedules, and housing adjustments.

Specific concerns pertaining to prohibited discrimination, harassment, or retaliation should be directed to the Equal Opportunity and Access Office at (615) 343-9336. Allegations of sex discrimination, sexual misconduct and other forms of power-based personal violence, should be directed to the Title IX Office at (615) 343-9004.

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 Message Center, which is a secure channel for official communication of a confidential nature. However, students should not wait to receive such a message, and should check YES frequently to remain current on official, confidential communications.

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.

Directory information should be kept current. Students may report address changes, emergency contact information, and missing person contact information via the web by logging in to YES (Your Enrollment Services) <https://yes.vanderbilt.edu> and clicking on the Personal Information link.

Prior Degrees

It is the policy of Vanderbilt University to verify prior educational credentials for all admitted students who intend to matriculate. All matriculated students must provide official copies of transcripts and any other required supporting documentation to Vanderbilt University as part of the prior degree verification process. For more information, see registrar.vanderbilt.edu/academic-records/external-degree-verifications.php.

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 Office of the University Registrar written requests that identify the record(s) they wish to inspect. The Office of 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 Office of 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.
 - Disclosure to various authorized representatives of government entities (such as, compliance with Student and Exchange Visitors Information System [SEVIS], Solomon Amendment, etc.).

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, address, 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 Office of 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 Office of the University Registrar or to the Office of General Counsel.

VA Compliance Statement

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Vanderbilt University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Vanderbilt University

Accreditation

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Vanderbilt University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Vanderbilt University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Modification Policy and Nondiscrimination Statement

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 applicable federal, state, and local non-discrimination laws and regulations, including but not limited to Title VI of the Civil Rights Act of 1964, the Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, the Americans with Disabilities Act Amendment Act, the Age Discrimination in Employment Act, the Older Workers Benefit Protection Act, the Uniformed Services Employment and Reemployment Rights Act, the Vietnam Veterans' Readjustment Assistance Act, the Tennessee Human Rights Act, the Tennessee Disability Act, and the Genetic Information Nondiscrimination Act, Vanderbilt University does not discriminate on the basis of race, sex, sexual orientation, gender identity, gender expression, religion, color, national or ethnic origin, age, disability, active military service or protected veteran status, or genetic information in its programs and activities. Requests for information, inquiries or complaints should be directed to these offices: Office of Equal Opportunity and Access, eo@vanderbilt.edu, telephone (615) 343-9336, 2100 West End Avenue, Suite 700 Nashville, TN 37203; Title IX Office, Title IX Coordinator, titleix@vanderbilt.edu, telephone (615) 343-9004, 2100 West End Ave, Suite 700, Nashville TN 37203; Student Access Office, studentaccess@vanderbilt.edu, telephone (615) 343-9727, Sarratt Building, Ste. 216, 2301 Vanderbilt Place Nashville, TN 37240.

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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 and Scholarships on the Vanderbilt University website at vanderbilt.edu/financialaid. The Office of Student Financial Aid and Scholarships is located

at 2309 West End Avenue, Nashville, Tennessee 37240-7810, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University website at vanderbilt.edu/faculty-affairs/oapraa/student-achievement. Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, 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 [Public Safety website](#). 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 the "Vanderbilt University Police Department" 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/ferpa. Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 110 21st Avenue South, Suite 110, Nashville, Tennessee 37240-7701, or by calling (615) 322-7701. For more information, see the "Student Records (Family Educational Rights and Privacy Act" section of this catalog.

The University

Vanderbilt University was founded in 1873 to bring unity to a nation still reeling from the Civil War. Commodore Cornelius Vanderbilt gave the founding gift to endow and build a university that would "contribute...to strengthening the ties which should exist between all geographical sections of our common country". That collaborative spirit and sense of shared purpose guide Vanderbilt University more than 150 years later in its work to advance knowledge and the common good.

Vanderbilt is one of few independent universities that have both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 1,500 full-time members and a student body of more than 13,000 who bring a wide range of backgrounds, experiences and viewpoints. The 340-acre campus, about a mile and a half from downtown Nashville, combines the advantages of an urban location with an inspiring parklike setting energized by Vanderbilt's collaborative community. The university's motto, *Crescere aude*, Latin for "dare to grow", embodies Vanderbilt's spirit of innovation, discovery and transformation.

The schools of the university offer the following degrees:

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

Blair School of Music. Bachelor of Music, Bachelor of Musical Arts.

Divinity School. Master of Divinity, Master of Theological Studies, Master of Theology, Doctor of Ministry.

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, Master of Legal Studies, Doctor of Jurisprudence.

School of Medicine. Master of Education of the Deaf, Master of Genetic Counseling, Master of Imaging Science, Master of Public Health, Master of Science in Clinical Investigation, Master of Science in Medical Physics, Master

of Science (Applied Clinical Informatics, Speech-Language Pathology), Doctor of Audiology, Doctor of Medical Physics, Doctor of Medicine.

School of Nursing. Master 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 Marketing, 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.

Vanderbilt University Administration

DANIEL DIERMEIER, Ph.D., Chancellor

C. CYBELE RAVER, Ph.D., Provost and Vice Chancellor for Academic Affairs

STEVEN K. ERTEL, B.A., Vice Chancellor for Communications and Marketing

NATHAN GREEN, B.B.A., Vice Chancellor for Government and Community Relations

ANDERS W. HALL, M.B.A., Vice Chancellor for Investments and Chief Investment Officer

CANDICE S. LEE, Ed.D., Vice Chancellor for Athletics and University Affairs and Athletic Director

JOHN M. LUTZ, B.A., Vice Chancellor for Development and Alumni Relations

DARREN REISBERG, J.D., Vice Chancellor for Administration

SYDNEY SAVION, Ed.D., Vice Chancellor for People, Culture, and Belonging

RUBY Z. SHELLAWAY, J.D., Vice Chancellor, General Counsel, and University Secretary

BRETT C. SWEET, M.B.A., Vice Chancellor for Finance, Information Technology and Chief Financial Officer

Deans of the Schools and Colleges

JEFFREY R. BALSER, M.D., Ph.D., Dean of the School of Medicine

CAMILLA PERSSON BENBOW, Ed.D., Dean of Peabody College

C. ANDRE CHRISTIE-MIZELL, Ph.D., Dean of the Graduate School

CHRIS GUTHRIE, J.D., Dean of the Law School

PAMELA R. JEFFRIES, Ph.D., Dean of Vanderbilt School of Nursing

MATTHEW JOHNSON-ROBERSON, Ph.D., Dean of the College of Connected Computing

JOHN KURIYAN, Ph.D., Dean of School of Medicine Basic Sciences

TIMOTHY McNAMARA, PhD., Dean of the College of Arts and Science

YOLANDA PIERCE, Ph.D., Dean of the Divinity School

MELISSA K. ROSE, Ph.D., Dean of Blair School of Music

KRISHNENDU ROY, Ph.D., Dean of the School of Engineering

THOMAS J. STEENBURGH, Ph.D., Dean of Owen Graduate School of Management

Vanderbilt University Board of Trust

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Gene Shanks
Richard Sinkfield
Alexander Taylor
Cal Turner
Dudley White
Lawrence Wilson
William Wilson
Rebecca Wilson

Courses by Subject Areas

Education

EDUC5100 - US Education Concepts and Communication

Catalog Description

US Education Concepts and Communication [0]

EDUC6010 - Psychological Foundations of Education

Catalog Description

(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]

EDUC6020 - Culturally Responsive Teaching

Catalog Description

Culturally Responsive Teaching introduces students to theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work. The course covers general principles and approaches to culturally responsive teaching and education such as how educators (including teachers, school counselors, social workers, leaders, policymakers, community organizers, outside of school facilitators) can develop and cultivate meaningful relationships with students, how educators can learn from and about the school and local community, how educators can develop and implement culturally responsive "classroom management," and how educators can develop expectations for students that maximize their capacity. In addition, the course will assist educators in learning about and developing culturally responsive curriculum and teaching in their different content/subject matter areas (such as Mathematics, Science, Art, Language Arts, and Social Studies) as well as other learning contexts inside and outside of school. A recurrent and central question of the course is: How do educators co-develop culturally responsive instructional practices to support and maximize students' learning opportunities? How do we build alternative, innovative tools to capture student learning and development over time? Learning opportunities and outcomes are conceptualized broadly and heavy emphasis will be placed on inputs over outputs. [3]

EDUC6030 - Learning and Instruction

Catalog Description

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. No credit for students who have earned credit for EDUC 3030.[3]

EDUC6040 - Foundations of Learning Sciences

Catalog Description

Introduces theories of learning and explores their utility for the design of learning environments, specifically exploring socio-cultural and cognitive approaches toward aspects of learning, motivation, and identity.[3]

EDUC6050 - Parents, the School, and the Community

Catalog Description

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]

EDUC6060 - Cultural Diversity in American Education**Catalog Description**

(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.

EDUC6070 - Foundations of Education**Catalog Description**

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]

EDUC6080 - Designing for Contexts**Catalog Description**

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]

EDUC6090 - Integrated Early Childhood Curriculum**Catalog Description**

This course focuses on the development of subject matter knowledge and reasoning in mathematics, science, and social studies, while attending to social emotional learning and language/literacy development. The course explores developmentally appropriate subject matter that is authentic to each discipline and that is rigorous and relevant to young children with and without disabilities. [3]

EDUC6100 - Development in Context: the Effects of Poverty**Catalog Description**

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]

EDUC6110 - Learning Ecologies I: Equity, Access, and Inclusion in Context**Catalog Description**

Sociohistorical perspective on U.S. schools with an exploration of how students have been, and continue to be, sorted in schools - based on race, ethnicity, socioeconomic status, language, and (dis)ability - in ways that limit equity, access, and/or inclusion. Students also pursue a practicum in program sites that predominantly serve students from marginalized backgrounds, specifically low-income students of color and multilingual refugees and immigrants. [3]

EDUC6120 - Advanced Practicum in Literacy and Mathematics**Catalog Description**

Intended for Masters degree students seeking certification in Elementary Education. The course provides practical experience in the planning, teaching, and assessment of reading, language arts, and mathematics, with a particular emphasis on the development of inclusive and equitable learning opportunities. Students will spend approximately eight hours each week in elementary classroom settings. Corequisites: EDUC 6210, EDUC 6220, and MTED 6250 [3]

EDUC6200 - Classroom Organization and Management
Catalog Description

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]

EDUC6210 - Theory and Practice of Literacy Education in Elementary Grades
Catalog Description

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 6120, EDUC 6220, and MTED 6250. [3]

EDUC6220 - Theory and Practice of Writing in Elementary School
Catalog Description

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. The course also provides practical experience in the planning, teaching, and assessment of language arts with a particular emphasis on the development of inclusive and equitable learning opportunities. Corequisites: EDUC 6210, MTED 6250, and EDUC 6120 [3]

EDUC6230 - Recognizing, Teaching, and Responding to Diverse Learners
Catalog Description

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. This course is also designed to be a "job-embedded" experience that combines regular contact hours with full-time, in-school experience with students with special needs. The goal is to ensure that candidates both understand their responsibilities with respect to the law and language of special education services and develop the capacity to recognize and respond to all students who are not flourishing academically, emotionally, socially or psychologically. All students are either full-time residents, halftime, full-year student teachers, or other students working in school at least half time. [3]

EDUC6251 - Advanced Practicum: Mathematics and Science
Catalog Description

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]

EDUC6300 - Advanced Social and Philosophical Aspects of Education
Catalog Description

Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

EDUC6310 - Classroom Ecology**Catalog Description**

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]

EDUC6320 - Practicum in Music Education**Catalog Description**

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. [3]

EDUC6330 - Recognizing and Responding to Diverse Learners**Catalog Description**

This course is designed to be a "job-embedded" experience that combines regular contact hours with full-time in-school experience with students with special needs. It is a hybrid course and practicum. The goal is to ensure that candidates both understand their responsibilities with respect to the law and language of special education services and develop the capacity to recognize and respond to all students who are not flourishing academically, emotionally, socially or psychologically. All students are either full-time residents, half-time, full year student teachers, or other students working in school at least half-time. [3]

EDUC6400 - Literacy Development**Catalog Description**

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]

EDUC6410 - Literacy Assessment and Instruction**Catalog Description**

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 K-12 settings, emphasizing high-leverage literacy instruction. Co-Requisite: Students must also register for EDUC 6421 [3]

EDUC6420 - Literacy Assessment and Instruction for Grades 6-12**Catalog Description**

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]

EDUC6421 - Literacy Leaders Practicum**Catalog Description**

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. [3]

EDUC6430 - Issues and Trends in Literacy Instruction**Catalog Description**

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]

EDUC6440 - Teaching Digital Literacies**Catalog Description**

Today's learners read, learn, and communicate with print, digital technologies, and media. This course focuses on effective digital reading instruction for adolescents and pre-adolescents. Drawing on research-based practices, students will learn how to design, enact, and engage in new media reading practices. The course will focus on reading comprehension, literacy in the disciplines, and digital literacies. [3]

EDUC6450 - Learning to Write: Theory and Research**Catalog Description**

Provides in depth study of theory and research related to the ways that preschool through middle school students learn to write, and the instructional contexts that support the development of writing. Relationships between writing, reading, speaking, listening and forms of multimodal composing (e.g., art, drama and music) are explored. [3]

EDUC6460 - Language, Education and Diversity**Catalog Description**

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]

EDUC6470 - Literacy Coaching and Professional Development**Catalog Description**

This course provides students with an overview of the literature on literacy coaching across grade levels and school contexts as well as high-leverage professional development strategies. The course is appropriate for master's students wanting to learn more about the theory and practices current coaching models rely upon to support and strengthen teachers' literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: reading and writing instruction, adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. [3]

EDUC6510 - Principles of Multilingual Education**Catalog Description**

This survey course examines theoretically and empirically supported practices to support equitable education of multilingual students, many of whom are designated as "English Language Learners" in US school systems. Introductions to the following topics are included: second language acquisition, instructional strategies, program models, assessment, and ways to support students in mobilizing their cultural and linguistic resources. This course does not fulfill any ESL endorsement requirement. [3]

EDUC6520 - Foundations of Multilingual Education**Catalog Description**

This course focuses on the historical, political, legal, theoretical, and educational influences that shape learning for multilingual learners who are learning English as an additional language. Emphasis is placed on (1) investigating and mobilizing multilingual learners' resources in instruction, (2) analyzing relevant policies and programs that shape the experiences and outline rights and responsibilities of students, families, and educators, and (3) developing a personalized philosophy with plans for advocacy, collaboration and ongoing professional learning that can improve educational opportunities for multilingual learners. [3]

EDUC6530 - Educational Linguistics and Second Language Acquisition**Catalog Description**

This course explores multiple components of language and focuses on the understanding and application of linguistic theory and second language acquisition to the teaching of English learners. Topics covered include the structure of the English language, language as a system, language acquisition and development, language variation, theories of second language acquisition, and instructional and applied opportunities for fostering oral and written discourse. This course integrates linguistics knowledge from a variety of languages, emphasizes the use of multiple languages in multilingual learners' experiences, and fosters an asset-centered, sociolinguistics approach to language study and instruction. [3]

EDUC6540 - Methods for Educating Multilingual Learners**Catalog Description**

This course focuses on bilingual and linguistically appropriate curriculum materials and instruction for multilingual students across the disciplines (English language arts, science, mathematics, social studies). The course emphasizes research-based practices that support multilingual students labeled as "Multilingual learners (MLs)" including but not limited to (1) communicative language teaching, (2) the Sheltered Instruction Observation Protocol (SIOP), (3) translanguaging, and (4) learners' strategy use. [3]

EDUC6541 - Practicum: Multilingual Learners**Catalog Description**

In this practicum, students will work in a classroom with multilingual learners and a mentor teacher. Students will observe their mentor teacher, support learners, plan and implement lessons, reflect on their instruction, analyze factors that support learning, discuss and act on feedback, and make plans for ongoing professional learning. Students will meet regularly with a university supervisor. This course is required for ESL Endorsement and TESOL Certificate. [3]

EDUC6550 - Assessment of Multilingual Learners**Catalog Description**

This course focuses on theoretical and practical aspects of assessing bilingual and multilingual students learning English in a variety of contexts. Emphasis is placed on theories and issues affecting the assessment of English learners; critical engagement with a range of assessment tools and types; and practical applications for the construction and implementation of language learner assessment. [3]

EDUC6560 - Language Curriculum Design**Catalog Description**

This course focuses on language curriculum design, considering multilingual learners' interests and goals, relevant research in the field of language teaching, curricular coherence, and language teaching philosophies. Principles of language curriculum design are applied to the evaluation, adaptation, supplementation, and creation of curriculum that can be used in future language teaching contexts with learners across the lifespan. [3]

EDUC6565 - Scholarly Writing and Thinking
Catalog Description

Throughout the course of the semester, students will engage in academic thinking processes such as identifying productive research questions about timely topics, evaluating and synthesizing literature, and composing academic writing in a range of genres (e.g., annotated bibliographies and literature reviews). Students will be able to view, emulate, and practice writing processes that are a part of the production of conference proposals, theoretical commentaries, and/or empirical research articles. Through drafting, revising, editing, and workshopping with peers and instructors, each student will receive ample feedback on their written work and develop the necessary skills for professional research and writing. [3]

EDUC6570 - Teaching Second Language Literacy
Catalog Description

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]

EDUC6575 - Multimodality and Multilingualism
Catalog Description

Digital communication today often involves the use of multiple modes—including visuals, sounds, text, and movement—to make meaning. In this graduate seminar, we will explore theoretical perspectives and current educational research within the rapidly expanding field of multimodality. We will devote particular attention to understanding how multilingual learners make meaning across modes and languages in and out of school. In addition to critically engaging with scholarship, you will also gain experience analyzing and creating various digital products that interweave multiple languages and modalities. We will also consider the pedagogical implications for designing instruction that effectively integrates technology to support emergent bilingual students' language and literacy learning. Along with gaining a broad understanding of the scholarship at the intersections of multimodality and multilingualism, this course will also provide opportunities for students to delve into specific topics and applications of interest. [3]

EDUC6590 - Language Variation and Socialization
Catalog Description

This course provides a sociocultural view of language development and uses. Specific topics covered include examination of components and characteristics of language structure as they relate to different language variations, discourse patterns, and ways in which they relate to discourse differences among social groups. The students in this class will analyze the socio-political nature of language standards and "standard" usage and investigate ways in which teachers can integrate language variations and linguistic diversity into teaching practices. Prerequisite: EDUC 6530 or equivalent course [3]

EDUC6595 - Qualitative Language Analysis
Catalog Description

This Qualitative Language Analysis course introduces students to some of the characteristics and approaches to designing and conducting qualitative language research analysis. Students will gain experience in various qualitative analysis techniques for purposes of either carrying out a research project or designing courses and materials derived from the results of their analysis. [3]

EDUC6610 - Learning, Diversity, and Urban Studies, Seminar I
Catalog Description

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]

EDUC6620 - Learning, Diversity, and Urban Studies, Seminar II
Catalog Description

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]

EDUC7010 - Technological Innovation and AI for Learning
Catalog Description

This course offers an introduction to the theoretically informed innovation of technology for learning, exploring different traditions of research and development as well as current issues, trends and controversies particularly related to the use of AI. Emphasis will be placed on understanding the arguments and assumptions different approaches make about how learning happens, what constitutes a valuable educational outcome, and the opportunities and limitations for new technological tools, such as AI, to help achieve it. [3]

EDUC7020 - Designing Future Learning Technologies
Catalog Description

This course introduces students to the process of designing learning tools and experiences, with a focus on how choices about the use of emerging technological capabilities shape future educational and training landscapes. Students will use design thinking, learning design and instructional design as dynamic frameworks to approach making decisions for the design of future learning technologies through intentional question framing, idea generation, proposition testing and data-informed refinement. [3]

EDUC7030 - Co-Designing for Learning with Schools and Communities
Catalog Description

This course is developed as a research-informed but also reality-grounded experience in building community with others. The purpose of our community building is to enrich learning opportunities, but as we will see, "learning" is related to a vast and complex web of other human needs and desires—being in relationship, moving, feeling, belonging, and others. This course will first provide an in-depth look at the interrelationships between community, learning, identity, and context. We will trouble the notion of "community" and engage in an in-depth analysis of how individuals learn "in" communities and how communities can develop learning systems and learning cultures that are equitable and inclusive. To these aims, we will study and analyze the complexities of place, space, language, ethnicity, race, and culture, among other topics, across diverse settings. We will use our study of academic resources, our relationships with others, and our ethnographic forms of inquiry to create modes of intervention that will promote community building and learning [3].

EDUC7100 - Learning Out of School**Catalog Description**

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]

EDUC7140 - Discourse in STEM Classrooms**Catalog Description**

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]

EDUC7180 - Design of Learning Environments with a Focus on Play**Catalog Description**

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]

EDUC7190 - Advanced Planning and Assessment Strategies**Catalog Description**

Students will explore the research-based curriculum design process of backwards planning by learning about the theory behind teaching toward a course Big Idea, essential questions, and identified content standards. Students will also learn how to identify and write equity-based classroom assessments and lesson plans. The course has a field-embedded component that requires students to spend 9 to 12 hours in the field. [3]

EDUC7200 - Race, Identity, and Agency in Education**Catalog Description**

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]

EDUC7300 - Power and Identity in STEM**Catalog Description**

This course is open to all graduate students at the master's and doctoral levels of study. It explores ways that identity, ideologies, and disciplinary practices, institutional structures and norms, and power relations function in STEM (science, technology, engineering, and mathematics). Students will engage in such inquiry across contexts, including K-12 schools and classrooms, higher education, and community and student support programs. By the end of the course, students will be able to articulate how STEM teaching, learning, and support contexts shaped by interlocking systems of power create (in)equitable opportunities of academic success and positive identity development for various student populations. Our inquiry throughout the course will attend to lived experiences of educational inequities at ideological, institutional, and relational levels, inclusive of variation across STEM domains. [3]

EDUC7400 - Design for Disruption: Unmaking Social Inequality**Catalog Description**

This course grapples with the ideological and cultural frameworks that normatively frame issues of diversity and equity in educational environments, and identify their affordances and constraints. In problematizing normative frameworks, we will also investigate alternative ways of framing what it means to design for disruption of social inequality through close analysis of case studies of learning and teaching in and out of schools. Prerequisite: EDUC 8040 or permission of Instructor [3]

EDUC7500 - Special Topics in Education**Catalog Description**

Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDUC7550 - Critical Theories in Education Research**Catalog Description**

Critical Race Theory (CRT) was originally conceptualized in legal scholarship as a discourse to identify racism as endemic to daily life in the United States. The purpose of this course is to provide an introduction to the original tenets of CRT in legal scholarship and education as a means to interpret/interrogate public education. Incorporating legal, historical, policy analysis and sociological approaches, the attempt of this class is to develop analysis and praxis through CRT in the examination of educational concerns. This class places CRT in the realm of education for social justice and gives participants the opportunity to engage CRT as an introductory measure towards transformative education. In short, the aim is to use CRT as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in education. [3]

EDUC7600 - Urban Education: Theory, Research and Practice**Catalog Description**

This course is designed to deepen knowledge and understanding related to the broad landscape of scholarship in the developing field of urban education. The course examines essential, foundational, historical and contemporary perspectives of urban education. Particular attention is placed on micro-, meso-, and macro-level structures, systems, institutions, policies, and practices that shape and influence urban and highly diverse contexts. The course considers outside and inside of school realities that influence students' opportunities to learn (poverty, race, geography of opportunity, gentrification, punishment referrals, juvenile justice system(s), and so forth). [3]

EDUC7700 - Humanizing Pedagogies**Catalog Description**

Schools are one of the primary socialization agents in modern society, yet they do not serve all children and communities equally, more often working towards social reproduction than liberation. In this course, we will examine how scholars and educators have sought to redress these problematic patterns through their teaching - what we call humanizing Pedagogies - by pursuing the following essential questions: What is a pedagogy? How do schooling practices humanize or de-humanize children and communities? How can educators work in ways that work toward humanization of children and communities? [3]

EDUC7800 - Designing and Studying Environments for Informal Learning**Catalog Description**

This graduate seminar surveys design-based research on informal learning environments, with a focus on how learning is elective and organized within and across settings (e.g., home, school, and community organizations). Readings explore theories and models of learning as participatory, elective, connected, curatorial, and mobile. An explicit goal of this seminar is to encourage new research on and designs for how people learn in and out of school. [3]

EDUC7810 - Inquiry into Contexts**Catalog Description**

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]

EDUC7950 - Practicum in Education**Catalog Description**

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

EDUC7951 - Practicum in Multilingual Learner Education**Catalog Description**

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

EDUC7952 - Practicum in Learning and Design**Catalog Description**

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

EDUC7953 - Practicum in Learning, Diversity and Urban Studies**Catalog Description**

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

EDUC7954 - Practicum in Reading Education**Catalog Description**

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

EDUC7955 - Practicum in Teaching and Learning in Urban Schools
Catalog Description

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

EDUC7960 - Readings and Research in Education
Catalog Description

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

EDUC7961 - Readings and Research in Multilingual Learner Education
Catalog Description

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

EDUC7962 - Readings and Research in Learning and Design
Catalog Description

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

EDUC7963 - Readings and Research in Learning, Diversity and Urban Studies
Catalog Description

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

EDUC7964 - Readings and Research in Reading Education
Catalog Description

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

EDUC7965 - Readings and Research in Teaching and Learning in Urban Schools
Catalog Description

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

EDUC7970 - Internship in Teaching: Elementary
Catalog Description

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. Students will take five credits during the spring, one the following summer. [3]

EDUC7971 - Internship Seminar: Elementary
Catalog Description

Seminar to accompany EDUC 7970. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

EDUC7972 - Internship in Teaching: Secondary Catalog Description

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. [1-3]

EDUC7974 - Internship in Teaching: Music Catalog Description

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. [3]

EDUC7975 - Internship Seminar: Music Catalog Description

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. [3]

EDUC7980 - Internship in Education Catalog Description

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]

EDUC7981 - Internship in English Language Learner Education Catalog Description

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]

EDUC7982 - Internship Learning and Design Catalog Description

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]

EDUC7983 - Internship in Learning, Diversity, and Urban Studies Catalog Description

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]

EDUC7984 - Internship in Reading Education Catalog Description

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]

EDUC7990 - Master's Thesis in Education Catalog Description

Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-3]

EDUC7992 - Capstone Seminar**Catalog Description**

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. [3]

Education Policy

EDP6110 - The Politics of Policymaking**Catalog Description**

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]

EDP6120 - Education Policy and School Reform**Catalog Description**

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]

EDP6130 - American Education History and Policy**Catalog Description**

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]

EDP6140 - Economics of Education/Education Policy**Catalog Description**

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]

EDP6210 - Teacher Policy
Catalog Description

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]

EDP6220 - Urban Education and Social Policy
Catalog Description

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]

EDP7500 - Special Topics in Education Policy
Catalog Description

Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

EDP7880 - Education Policy and Program Evaluation
Catalog Description

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]

EDP7950 - Practicum in Education Policy
Catalog Description

Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [0-6]

EDP7960 - Readings and Research in Education Policy
Catalog Description

Semi-independent readings and research on selected topics in education policy. May be repeated. [1-3]

EDP7990 - M.P.P. Practicum Portfolio
Catalog Description

M.P.P. students engage in a required field-based practicum experience that applies the content knowledge and analytical skills derived from M.P.P course work to professionally- based policy work. In this course, students complete a culminating portfolio of policy writing and other policy products to complete the practicum experience. [3]

EHLP8110 - Advanced Leadership Theory and Behavior
Catalog Description

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]

EHLP8120 - Organizing for Continuous Improvement and Learning
Catalog Description

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]

EHLP8130 - Advanced Organizational Theory and Behavior
Catalog Description

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]

EHLP8140 - Social Context of Educational Leadership and Policy
Catalog Description

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]

EHLP8240 - Education Law
Catalog Description

This course explores how law shapes, facilitates, and constrains preK-12 and higher education in the United States. In this course, we examine sources of governmental authority; discuss conflicts between educational institutions and liberty and property interests of students, educators, and families; and ask whether it is permissible for educational institutions to treat identifiable groups of education stakeholders differently. The course urges uses and engages critical and intersectional lenses in evaluating the impact of education law on students and educators of color, women and girls, LGBTQ individuals, and people with disabilities, using socioeconomic inequality as a guiding theme. [3]

EHLP8260 - Exploring the Foundations of Systemic (In)Equity in American Education
Catalog Description

This course introduces intellectual perspectives useful to discerning disadvantage in and beyond education. Disadvantage is understood here as an outcome of systemic inequity. Efforts to disrupt inequity require critical study of the institutions, social codes, and policies that enclose, sustain, and perpetuate it. Such study is anchored to, and guided by, critical theory and theorizing. Equity, on the other hand, represents the quality of fairness, of impartiality and parity. Equity might also be imagined as a commodifiable currency valuable for reconciling (or reinforcing) the power imbalances that (re)produce the suffering characteristic of disadvantage. This course ultimately aims to sharpen students' foundational understanding of inequity in the US, as well as strengthen their strategy and capacity for building equitable education systems that actively undo intersectional racial harm. [3]

EHLP8810 - Decision Analysis I--Logic of Systematic Inquiry
Catalog Description

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]

EHLP8820 - Decision Analysis III--Qualitative Research
Catalog Description

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]

EHLP8830 - Decision Analysis IV--Education Policy and Program Evaluation
Catalog Description

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]

EHLP8851 - Decision Analysis II--Quantitative Research
Catalog Description

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]

EHLP9340 - International/Comparative Issues in Education
Catalog Description

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]

EHLP9500 - Special Topics in Educational Leadership and Policy
Catalog Description

Explores special issues or topics related to educational leadership and policy. May be repeated with change of topic. [1-6]

EHLP9992 - Capstone Project Seminar
Catalog Description

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

ELP8150 - Leadership for School Improvement
Catalog Description

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

ELP8210 - Resource Allocation and Deployment
Catalog Description

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]

ELP8220 - Educational Accountability and Student Assessment
Catalog Description

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]

ELP8230 - Politics and Governance in Education
Catalog Description

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]

ELP9330 - Teachers and Teaching
Catalog Description

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]

English Education

ENED6080 - Advanced Study of Literature for Children and Adolescents
Catalog Description

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]

ENED6200 - Children's Literature**Catalog Description**

Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [3]

ENED6310 - Perspectives on the English Language**Catalog Description**

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]

ENED6330 - Social and Psychological Foundations of Adolescent Literacies**Catalog Description**

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]

ENED6340 - Reading and Learning with Print and New Media**Catalog Description**

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]

ENED6350 - Adolescent Readers**Catalog Description**

This course focuses on effective reading instruction for adolescents and pre-adolescents (grades 5-12). Drawing on research-based practices and situated in a reading clinic practicum, students will learn how to design, enact, and assess effective reading instruction. [3]

ENED6360 - Literature, Popular Culture, and New Media**Catalog Description**

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]

ENED6370 - Teaching Literature and Media to Adolescents**Catalog Description**

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. [3]

ENED6371 - Practicum in Secondary Education**Catalog Description**

Observation, participation, and teaching in middle school and secondary school settings. [3]

ENED6380 - Teaching Writing and Multimedia Composition
Catalog Description

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]

ENED6400 - Harry Potter and Children's Literature
Catalog Description

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 and will have the opportunity to perform a variety of critical analyses of a social/cultural phenomenon 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]

ENED7320 - Untapped Potential: The Power of Books for Fostering Language and Thinking
Catalog Description

This course fosters an understanding of the importance of developing oral language and thinking skills in read alouds and develops students' competence in implementing instructional strategies in their work with children and families. Course content explores historical trends and lines of inquiry in storybook reading research over the past four decades and engages students in critical conversations about the extent to which current pedagogical practices reflect or rebuff research recommendations. The course explores book selection, vocabulary development, inferential reasoning, the use of repeated readings, responding to students' questions and confusions, and crafting high-cognitive demand discussions in narratives read aloud to children from PreK through fourth grade. The roles of adults and approaches to sharing books with children are explored from developmental and cultural perspectives. Content includes careful study and discussion of narrative picture books, criteria for identifying high-quality literature, and extracting worthy story themes with an aim toward developing skill in using books that embody humanizing pedagogies and diverse perspectives. Assignments involve the application of course content to teacher observations, the implementation of multiple readings in embedded fieldwork experiences, book studies, and the opportunities for special projects related to nuanced interest areas. [3]

ENED7500 - Special Topics in English Education
Catalog Description

Exploration of special topics related to English education. May be repeated with change of topic. [1-3]

ENED7960 - Readings and Research in English Education
Catalog Description

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

ENED7973 - Internship Seminar Secondary
Catalog Description

Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Higher Education Administration

HEA6010 - College and University Management
Catalog Description

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]

HEA6020 - The Nature and Function of American Higher Education
Catalog Description

Historical study of the functions of American higher education and an examination of contemporary issues. [3]

HEA6030 - Post Secondary Access
Catalog Description

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]

HEA6040 - State and Federal Government and Higher Education
Catalog Description

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]

HEA6100 - The Practice of Enrollment Management
Catalog Description

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]

HEA6110 - Introduction to Enrollment Management
Catalog Description

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]

HEA6220 - Community Colleges, Credentialing, and Vocationalism in Higher Education
Catalog Description

Most youth in the United States transition from high school directly to the workforce or enroll in community colleges. This course will explore the scholarship and policy analysis related to career and technical education in high school and the role of community colleges in educating individuals for the workforce. By understanding the pathways from high school to the workforce, from high school to employment-focused community college programs, and the role of community colleges in retraining adult workers, students will gain a better appreciation for the integral role that vocationally focused pathways and processes play in higher education. [3]

HEA6310 - College and University Finance
Catalog Description

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]

HEA6500 - Practice of Student Affairs
Catalog Description

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]

HEA6520 - Theories of Student Affairs
Catalog Description

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]

HEA7500 - Special Topics in Higher Education Administration
Catalog Description

Explores special issues or topics related to higher education. May be repeated with change of topic. [1-6]

HEA7950 - Practicum in Higher Education Administration
Catalog Description

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

HEA7960 - Readings and Research in Higher Education
Catalog Description

Semi-independent readings and research on selected topics in higher education. May be repeated. Consent of instructor required. [1-3]

HLP8210 - Advanced College and University Management
Catalog Description

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]

HLP8230 - Advanced Nature and Function of Higher Education
Catalog Description

Historical study of the functions of American higher education and an examination of contemporary issues. Intended for doctoral students. [3]

HLP8240 - The College Student: Advanced
Catalog Description

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]

HLP8250 - Advanced Postsecondary Access
Catalog Description

This course considers who has access to higher education in the United States, and how policies and interventions at the federal, state and institutional level affect who enrolls and persists in higher education. We will make use of readings from a range of perspectives to explore these issues. At the end of this course, students will understand the main issues surrounding college access and completion in the United States. Students will also have learned about the policies and interventions that seek to improve access and equity in higher education. [3]

HLP9310 - Advanced College and University Finance
Catalog Description

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]

HLP9500 - Special Topics in Higher Education Leadership and Policy
Catalog Description

Explores special issues or topics related to higher education leadership and policy. May be repeated for credit with change of topic. [1-6]

Human & Organizational Development

HOD5100 - Ethics for Human Development Professionals
Catalog Description

(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]

HOD6100 - Master's Proseminar: Becoming a Change Agent
Catalog Description

Designed for first semester Master's degree students in Community Development and Action and Human Development Studies, this course provides a broad and practical introduction to foundational ideas, theories, and concepts. Students will understand, for example, how history, context, and meaning shape communities, groups, and social issues. Students will reflect upon their own knowledge and practice in relation to course material. Finally, students will consider how members of groups and communities draw upon resources to pursue justice. Students must enroll in the class section designated for their program. [3]

HOD6200 - Program Evaluation
Catalog Description

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]

HOD6210 - Master's Community Inquiry
Catalog Description

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]

HOD6300 - Action Research
Catalog Description

Jointly offered studio course for doctoral students in Community Research and Action, as well as master's students in Community Development and Action and Human Development Studies. As a studio course, the syllabus and assignments are not predetermined by the instructors prior to the semester. Rather, the course is designed around an existing social issue (e.g., affordable housing, crime prevention, climate change mitigation) in conjunction with local community agencies working on the issue. Coursework and content emerge based on community partner needs. Students cultivate both intellectual and practical familiarity with action research and applied research methods, particularly in relation to social change efforts, and consider the role of knowledge production in social power and systemic change. [3]

HOD6420 - Nonprofit Management and Strategy in Community Organizations
Catalog Description

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]

HOD6500 - Diverse Populations**Catalog Description**

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]

HOD6600 - Pre-Practicum for Community Practice**Catalog Description**

This course is designed for Master's degree students in Community Development and Action and Human Development Studies and integrates personal reflection, theory, critical analysis, and application to practice through a focus on locally-relevant issues and agencies. The course considers various contexts for theory, research, and practice, with students examining professional roles, responsibilities, and experiences associated with the contexts. Students must enroll in the class section designated for their program. [3]

HOD7110 - Survey of Preventive Interventions**Catalog Description**

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]

HOD7120 - Human Development and Prevention Science**Catalog Description**

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]

HOD7140 - Critical Methodologies**Catalog Description**

This interdisciplinary graduate seminar explores the connection between epistemologies, modes of engagement, and qualitative research methodologies through readings, discussions, and workshops. Students will learn about a variety of engaged research approaches (including community-based participatory research, research as ceremony, research justice, and citizen science) and experiment with methods (such as interviews, discourse analysis, documentary video, and collective coding), examining the challenges and opportunities that "critical methodologies" present. To construct new ways of thinking about methods, we will also examine histories of Western knowledge production and how research became institutionalized. "The term, 'research,'" scholar Linda Tuhiwai Smith writes, "is probably one of the dirtiest words" in the indigenous vocabulary. Some research approaches - from cartography to taxonomizing flora and fauna to measuring the bodies of racialized Others - have been (and continue to be) integral to imperial and colonial projects. Throughout the course, we will reflect on these legacies, the ethical issues they pose for social scientists today, and our positionality as researchers. What might a decolonization of research entail? How might research be used for healing, transformation, and mobilization? The class will function as a workshop space for students to advance and reflect on their own research projects. [3]

HOD7150 - Race, Space, and Environmental Justice**Catalog Description**

Humans have historically shaped the environment to provide food, shelter, energy, profit, and social power. Today, our relationship to nature is more complex and varied than ever before. Temperatures are rising. Ice caps are melting. Species are disappearing. As forests are eaten by fire and lands swallowed by the sea, humanity faces grave uncertainty over the future. On the one hand, societies have an unprecedented capacity to reconfigure the environment through processes that range from genetic manipulation to geo-engineering. On the other hand, the unequal distribution of environmental burdens and benefits across race, class, gender, and nation is widening as climate change intensifies. A global outcry has ensued. Dozens of children have brought lawsuits against the US federal and state governments for failing to act as trustees of the environment and atmosphere. Poorer countries, which bear the disproportionate effects of climate change, claim that wealthier countries should foot the expenses of adaptation. Meanwhile, Indigenous-led environmental justice movements contend that climate change should be understood as intensified colonialism. To reckon with climate change, some argue, we must reckon with how racism, imperialism, anti-Blackness, Native dispossession, gender violence, resource extraction, and capital accumulation are integral to the organization of modern life. In this interdisciplinary graduate course, we will explore environmental justice in theory and practice: How do we "know" nature? What is race? How do historical entanglements of nature, culture, race, space, and capital shape contemporary environmental problems and struggles? How do groups resist and organize around environmental justice concerns? [3]

HOD7160 - Applied Data Analysis and Visualization for Social Impact**Catalog Description**

This course is a masters-level course in which students learn data analysis methods often used in social impact design and evaluation. Students will use real-world scenarios and data sets to develop competencies in data acquisition, cleaning, and management; determining appropriate statistical tests for various types of research questions; analyzing data to answer research questions; visualizing data, and presenting findings to relevant audiences. [3]

HOD7210 - Community Development Theory**Catalog Description**

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]

HOD7400 - Community Intervention and Change**Catalog Description**

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]

HOD7500 - Special Topics**Catalog Description**

May be repeated with a change in topic. [1-3]

HOD7600 - Global Dimensions of Community Development**Catalog Description**

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]

HOD7650 - Practicum**Catalog Description**

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. [0-6]

HOD7710 - Advanced Group Development**Catalog Description**

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 others graduate students interested in group development. [3]

HOD7950 - Fieldschool in Intercultural Education**Catalog Description**

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. [0-3]

HOD7960 - Readings and Research in Human and Org Dev**Catalog Description**

[1-6]

HOD7990 - Masters Thesis Research**Catalog Description**

[1-6]

Human Development Counseling

HDC6010 - Theories of Counseling**Catalog Description**

This course presents an overview of current theories of counseling and psychotherapy with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each of the theories will be examined critically such that the student can begin to formulate an integrated personal theory of counseling which could be applicable to both agency and school settings. [3]

HDC6100 - Career Development
Catalog Description

This course provides an overview of career development theories, decision-making models, and counseling strategies relevant to both school and clinical mental health settings. Emphasis is placed on the impact of diversity, gender, disability, and life roles in vocational development. Students will explore traditional and contemporary approaches to career counseling, including constructivist methods and digital tools. This course meets CACREP standards and aligns with the ASCA model, equipping students with the theoretical foundation, practical skills, and ethical understanding to support clients' career and education planning. [3]

HDC6110 - Appraisal and Assessment
Catalog Description

This course provides an overview of psychological and educational assessment principles, with a focus on applications in school, clinical mental health, and family counseling settings. Students will learn to select, administer, interpret, and ethically apply standardized assessment tools. Emphasis is placed on both the technical foundations of measurement and the interpersonal skills required to communicate results effectively. The course prepares students to be informed, ethical consumers of assessment in professional counseling practice[3].

HDC6120 - Social, Legal, and Ethical Issues in Counseling
Catalog Description

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]

HDC6130 - Developmental Counseling Psychology
Catalog Description

This course provides a broad overview of human behavior through major theories of lifespan development, personality, identity, and learning. Emphasis is placed on the influence of social, cultural, historical, and environmental contexts on development. Rather than solely following a chronological lifespan model, the course traces the evolution of developmental theory to support a deeper understanding of human growth and behavior relevant to counseling practice. [3]

HDC6150 - Counseling Diverse Populations
Catalog Description

This course explores the impact of cultural identity, social location, and systemic factors on the counseling process. Topics include race, ethnicity, gender, sexual orientation, ability, religion, class, and other dimensions of diversity. Emphasis is placed on cultural humility, identity development, and the examination of personal and institutional bias, discrimination, and oppression. Grounded in a social-ecological framework, the course prepares students to develop multicultural counseling competencies and work effectively with individuals from diverse backgrounds across multiple contexts [3].

HDC6160 - Group Counseling
Catalog Description

Group Counseling Catalog Description- This course introduces the theory and practice of group counseling, including group dynamics, development, leadership, ethics, and multicultural considerations. Students gain experience through participation in, observation of, and co-leadership of group sessions. Emphasis is placed on evidence-based models, group facilitation skills, and self-awareness within the group process. The course prepares students to design and lead task, psychoeducational, and counseling groups in a variety of settings. [3]

HDC6200 - Foundations of Professional School Counseling**Catalog Description**

This course provides students a strong foundation of the roles, responsibilities, functions, and characteristics of a professional school counselor. It is further designed to enhance the student's understanding of to design, implement, and evaluate comprehensive school counseling programs. Students will examine the theory, practice, and organization of school counseling services in elementary, middle, and high school settings. [3]

HDC6230 - Exceptional Education and the DSM for School Counselors**Catalog Description**

Exceptional Education and the DSM for School Counselors will familiarize school counseling students with the processes and regulations involved in the delivery of services associated with supporting the exceptional learning needs of students in education and mental health conditions in the K-12 school setting. [3]

HDC6310 - A Developmental Approach to Personal Loss and Grief**Catalog Description**

Educes 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]

HDC6320 - Theories and Techniques of Counseling with Children and Adolescents**Catalog Description**

This course explores developmentally appropriate counseling theories and interventions for working with children and adolescents experiencing social and emotional challenges. Emphasis is placed on understanding youth within the context of their developmental stage and ecological systems, including family, school, and community. Students learn to integrate humanistic and evidence-based practices while maintaining ethical, collaborative, and culturally responsive approaches to treatment. [3]

HDC6330 - Counseling Skills and Techniques**Catalog Description**

This course introduces foundational counseling skills including rapport building, assessment, goal setting, intervention planning, and outcome evaluation. Through experiential learning, students engage in skill practice, video review, observation, and group exercises. Emphasis is placed on self-awareness, emotional intelligence, and the ability to give and receive feedback. The course prepares students for entry into clinical or school-based internship settings. [3]

HDC6340 - Addictions and the Human Services Professional**Catalog Description**

This course provides an overview of the addictive process, including substance use disorders, behavioral addictions, and co-occurring mental health conditions. Students will learn to recognize signs of addiction, conduct basic assessments, and identify appropriate prevention and referral strategies. Emphasis is placed on etiology, diagnosis, treatment planning, and evidence-based approaches to addiction counseling. The course integrates conceptual learning with self-awareness and professional practice considerations. [3]

HDC6360 - Counseling for Loss, Trauma, Crisis
Catalog Description

Experiences of trauma, loss, and crises often bring people into counseling, and these experiences often overlap and intersect. This course will provide students with the knowledge and skills to assess behavioral, physiological, and emotional reactions to trauma, loss, and crises, to intervene using empirically supported interventions, and to engage in culturally, developmentally, and ethically attuned ways. Specific topics will include crisis intervention models, suicide and homicide risk assessment and intervention, natural disaster mental health, grief, loss, and bereavement, sources of trauma including generational trauma, racial trauma, and chronic and acute traumatic experiences, assessment of and treatment of trauma, and counselor self-awareness and self-care. [3]

HDC6400 - Foundations of Clinical Mental Health Counseling
Catalog Description

This course provides an overview of the clinical mental health counseling profession, including its history, philosophical foundations, and sociocultural context. Students examine professional roles, settings, credentialing requirements, and ethical standards, with an emphasis on current trends and responsibilities in mental health service delivery. [3]

HDC6410 - Couples and Family Counseling
Catalog Description

This course introduces theories and interventions used in couples and family counseling, with an emphasis on systems theory, attachment theory, and the influence of broader social contexts. Students explore models of relational dynamics and apply techniques through both didactic learning and experiential practice. Guest speakers provide insight into real-world application of theory in clinical settings. [3]

HDC6430 - Diagnosis and Treatment Planning Using the DSM
Catalog Description

The course will provide a general overview of the current DSM 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]

HDC6440 - Advanced Developmental Counseling and Psychopathology
Catalog Description

This course builds on foundational developmental theory to explore developmentally appropriate counseling practices and interventions across the lifespan. Emphasis is placed on integrating clinical skills with an understanding of psychopathology within systemic and cultural contexts. Students apply course concepts to settings aligned with their professional goals, developing a comprehensive, culturally responsive approach to counseling practice. [3]

HDC6450 - Human Sexuality: Theory & Intervention
Catalog Description

This course provides a foundational understanding of human sexuality within counseling contexts. Emphasizing sex-positive, trauma-informed, and anti-racist practices, the course explores topics such as identity development, clinical sexology, BDSM, and consensual non-monogamy. Students engage in experiential and reflective learning to examine the intersectional nature of sexuality and its relevance to ethical, inclusive counseling practice. [3]

HDC6900 - Evidence-based, Advanced Counseling Techniques
Catalog Description

Advanced counseling treatment processes and techniques applied to clinical practice, including cognitive-behavioral, dialectical behavior therapy, acceptance and commitment therapy, mindfulness-based cognitive therapy, desensitization strategies and more. [3]

HDC7500 - Special Topics Counseling
Catalog Description

Experiences of trauma, loss, and crises often bring people into counseling, and these experiences often overlap and intersect. This course will provide students with the knowledge and skills to assess behavioral, physiological, and emotional reactions to trauma, loss, and crises, to intervene using empirically supported interventions, and to engage in culturally, developmentally, and ethically attuned ways. [3]

HDC7810 - Research in Counseling
Catalog Description

This course provides an overview of research design, methodology, and program evaluation in counseling. Students explore qualitative, quantitative, action, and outcome-based research, with emphasis on ethical considerations, statistical analysis, and the application of research to improve counseling effectiveness. By the end of the course, students will be able to critically evaluate research studies and understand the foundational steps in designing and conducting counseling research. [3]

HDC7950 - Internship in Clinical Mental Health Counseling I
Catalog Description

This course provides students with an initial clinical field experience in an approved community or organizational setting. Building on foundational counseling skills, students engage in supervised individual and group counseling while participating in a weekly seminar focused on case conceptualization, treatment planning, and ethical practice. The internship meets CACREP standards and prepares students for advanced field placements required for LPC-MHSP licensure in Tennessee. Supervision is provided by both site and faculty supervisors to support professional growth and development. [3]

HDC7951 - Internship in School Counseling I
Catalog Description

This course provides students with an on-site experience in school counseling. The course will advance training in creating, delivering, and evaluating comprehensive school counseling programs. Students will analyze and apply appropriate counseling techniques relative to sound theory and school counseling practices. This field experience is designed to prepare students to assume positions as school counselors, grades K-12, and meets State Department of Education requirements for licensure as a school counselor in Tennessee. [3]

HDC7980 - Internship in Clinical Mental Health Counseling II
Catalog Description

This course is a continuation of clinical field training in a community or organizational setting, allowing students to deepen their individual and group counseling skills under supervision. Emphasis is placed on refining core competencies, applying counseling theory to practice, and exploring the personal impact of counseling work. This internship meets CACREP standards and Tennessee LPC-MHSP licensure requirements, and supports the development of advanced professional identity through both site- and faculty-led supervision. [3]

HDC7981 - Internship in School Counseling II
Catalog Description

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

HDC7982 - Internship in School Counseling III**Catalog Description**

The course will advance training in creating, delivering, and evaluating comprehensive school counseling programs. Students will analyze and apply appropriate counseling techniques relative to sound theory and school counseling practices. This field experience is designed to prepare students to assume positions as school counselors, grades K-12, and meets State Department of Education requirements for licensure as a school counselor in Tennessee. [3]

HDC7983 - Internship in Clinical Mental Health Counseling III**Catalog Description**

This culminating internship experience is required for students in the Clinical Mental Health Counseling specialization. Students continue to refine advanced counseling skills and professional competencies gained in prior coursework and internships. Emphasis is placed on preparing for post-graduate employment, licensure, and transition to the counseling workforce. Supervision supports continued growth in clinical practice, professional identity, and ethical service delivery. [3]

Human Development Studies

HDS6010 - Theories of Counseling and Human Development**Catalog Description**

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]

HDS6130 - Lifespan Development**Catalog Description**

The study of physical, cognitive, social, and emotional development most relevant to human development across the lifespan. Theories, methods, and empirical findings are considered as they relate to intervention, program building, and evaluation. [3]

HDS6500 - Ethical and Multicultural Issues in Human Development**Catalog Description**

This course provides knowledge of the profession's ethical code and legal standards, especially as related to current issues such as palliative care. Also, the course emphasizes effective cross-cultural communication and the study of value systems and behavior patterns of diverse populations as well as variables related to age, gender, affective orientation, language, religion, social class, geography, and developmental stage. The course provides knowledge of diverse life styles in order to be more effective in serving the needs of persons from diverse populations and considers ethical dilemmas related to multicultural and cross cultural interactions. [3]

HDS6510 - Human Relationship Skills and Techniques**Catalog Description**

This course focuses on the helping relationship including microskills, interviewing, consultation, basic change strategies, and communication skills as key elements of developing effective relationships. The course considers verbal and nonverbal components. Includes diversity and ethical considerations. [3]

HDS6520 - Wellness and Stress Management
Catalog Description

This course emphasizes a holistic approach to wellness. It considers the basic theories, causes, and prevention and intervention strategies related to stress. Careful consideration is given to evaluating sources of stress and the acquisition of skills for dealing with stress. The course's focus is on both the student and people the student will be working with as a professional. [3]

HDS6530 - Group Work Leadership
Catalog Description

This course provides an examination of the foundations of intra-and inter-personal dynamics of small groups and interprofessional teams including roles, planning and development, leadership styles, research on groups, theoretically based group models of development, legal and ethical issues, and group work skills and techniques. A special focus is on implementing effective task and psychoeducational groups across professional disciplines including effective group decision-making, problem solving, conflict management and resolution, social power and influence in systems, and group communication in a virtual environment. [3]

HDS6540 - Systemic and Individual Advocacy and Change
Catalog Description

Human development is situated within historical and cultural contexts. This course will focus on the ways in which individuals, groups, organizations, and larger systems interact with each other to foster positive change, as well as ways these systems might create or maintain barriers to change. By understanding the historical and contextual factors surrounding individuals, groups, organizations, and larger systems, students will learn how to create targeted advocacy efforts to make the biggest impact at the individual, group, organizational, and/or systemic level. [3]

HDS6590 - Field Experience in Human Development Studies
Catalog Description

Field Experience in Human Development Studies (HDS) is designed to furnish HDS students with the practical knowledge, skills, and experiences needed for successful entry into employment in public and private nonprofit and for-profit organizations, agencies, businesses, and institutions. It builds on the leadership and communication skills learned and practiced in HDS required courses and is designed as a bridging experience to the work world. Field experiences provide valuable work experience and exploration of interests within diverse contexts that inform future personal and professional choices. The overarching goal of the field experience is to facilitate professional and personal growth and emphasis is placed on advancing professional skills, self awareness, and general competencies needed for ethical, multicultural practice. The course is structured to help link theory and current issues to your professional development and work in diverse settings. Learning will take place through a 135 hour in the field experience, supplemented by monthly class meetings, completion of key assignments, presentations, discussion of assigned readings, self-reflection, feedback, and supervision. Student performance will be evaluated throughout the field experience, including a formal evaluation at completion by the field supervisor and Vanderbilt faculty supervisor. [3]

HDS7810 - Research in Human Development
Catalog Description

A survey of research methods, processes and procedures. Attention to research design and interpretation of outcomes and results. [3]

HDS7960 - Readings and Research in Human Development Studies
Catalog Description

[1-3]

HDS7980 - Dietetic Internship I: Disease Management

Catalog Description

Required internship in the Human Development Studies Program for students with a specialization as dietitian/nutritionist. The focus on this internship is disease management. [4]

HDS7981 - Dietetic Internship II: Health Promotion

Catalog Description

Required internship in the Human Development Studies Program for students with a specialization as dietitian/nutritionist. The focus on this internship is health promotion. [4]

HDS7982 - Capstone: Dietitian/Nutritionist

Catalog Description

Independent research, inquiry, and application of research/evaluation methodology to a dietetics/nutrition topic of importance. [1 credit]

Humanities Education-PC

HMED6250 - Introduction to Arts with an Emphasis on Children's Literature

Catalog Description

Acquaints the student with the philosophical and pedagogical base with which to develop competence in teaching the arts. Emphasis on the principles of teaching literature and illustration in school settings. [3]

Independent School Leadership

ISL6110 - Leadership and Learning in Independent Schools

Catalog Description

As the first course covered in the Independent School Leadership Master's program, the set of topics covered in Leadership and Learning in Independent Schools provide students with a solid foundation in key leadership and learning domains. The course has been structured to help students more deeply understand the pathways and processes for school improvement and leadership 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]

ISL6115 - Systematic Inquiry in Independent Schools

Catalog Description

(Previously ISL 6150) 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 interrelated action research projects, this course is intended to provide a broad foundation in the principles and processes of action research. [3]

ISL6120 - Admissions and Financial Aid in Independent Schools
Catalog Description

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

ISL6130 - Finance, Governance, and Organizations
Catalog Description

Building the capabilities of an organization involves the careful creation of 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]

ISL6140 - Institutional Advancement in Independent Schools
Catalog Description

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. [3]

ISL6150 - Ambitious Teaching & Learning for Independent School Leaders
Catalog Description

In this course students will investigate the practices of teaching and learning as situated, social activities. Through the use of the Ambitious Teaching and Learning framework, students will consider the ways in which teachers' questions can be a tool for assisting teachers in designing for learning; examine how student learning is influenced by the design of tasks; and cultivate an understanding of the role of teachers' talk in creating equitable environments for participation. A consideration of how independent school leaders can leverage resources to support teachers in designing environments for ambitious teaching and learning will also be examined. [1]

ISL6160 - Strategic Enrollment Management
Catalog Description

In this course students will learn about strategic enrollment planning and how it impacts the institution and advances institutional strategic objectives. Students will gain an understanding of the major issues facing individual institutions and examine the development of an enrollment plan that sets goals, includes strategy to accomplish those goals, and details specific tactics that carry out the strategy. The course will be comprised of inter-related topics approached through pre-class readings and a student assignment, and in person lectures, discussion, and class activities. [1]

ISL6170 - Intercultural Competence & Diversity Awareness
Catalog Description

Intercultural competence & diversity awareness (ICDA) is the key to responsive teaching that will guide students in the essential knowledge, skills, and competencies necessary to create inclusive and challenging in-class and out-of-class experiences that invite and respect diverse ways of being, knowing and learning. This course will draw on education research, critical pedagogy, the principles of design thinking, and practical experience, to address the ways in which independent schools better prepare all students to live and learn in a multi-racial, multi-lingual, multicultural world. [1]

ISL6940 - Site-based Action Research in Independent Schools
Catalog Description

The ISL Master's program is structured with an ongoing emphasis on school-based action research. This course will take place throughout the program, through both in-person coursework and remote advising, with participants undertaking research in their home institutions, and is structured to build student proficiency and competence in the enterprise of action research. Participants will receive ongoing feedback on their thinking and writing, as they engage in conducting research projects, designing methodology, synthesizing data, and articulating findings in order to contribute to organizational improvement. [1-3]

ISL6960 - Independent Study in Independent School Leadership
Catalog Description

Semi-independent study on selected topics in independent school leadership. Consent of instructor required. [1-3]

ISL7210 - Fiscal and Legal Dimensions of Independent Schools
Catalog Description

The set of topics covered provide students with a solid foundation in key leadership domains. The course has been structured to help students more deeply understand key legal issues that have shaped the independent school landscape, and emergent financial models that will impact schools going forward. [2]

ISL7220 - Organizational and Human Capital Development
Catalog Description

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. [3]

ISL7230 - Independent School Climate and Culture
Catalog Description

This course is designed to equip current and aspiring educational leaders with a deep understanding and practical skills to analyze, develop, and foster a positive climate and culture within independent school settings. Students will engage critically with theories and models related to organizational climate and culture, participate in reflective and applied activities that emphasize the development of psychological safety and holistic well-being, and plan for strategic leadership suited to the unique challenges of independent schools. [3]

ISL7240 - Innovations in Leading and Learning
Catalog Description

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. [3]

ISL7250 - Leadership and the Learning Spectrum
Catalog Description

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. [4]

ISL7260 - Independent School Governance
Catalog Description

In this course, students will investigate the context and the application of the practices of governance which are at the heart of running an effective independent school. Elemental to this investigation will be an examination of the particular structures and governance challenges unique to independent school communities. Students will explore independent school governance as a complex ecosystem of structures, practices, relationships, and responsibilities that collectively influence the fiduciary health and strategic direction of a school. [1]

ISL7270 - A Career in Independent School Leadership
Catalog Description

In this course students will engage in consideration of their leadership goals and in career planning and development activities prior to completing their degree. Students will gain an understanding of the current human resources trends and phenomena facing independent schools and the job search process and participate in the development of individual career advancement strategies that set goals, and closely consider factors such as resume optimization, interview skills, creation of a professional portfolio, and network enhancement. The course will be comprised of readings and reflective practice on leadership development, and interactive workshop sessions with experts in career services, independent school leadership, and recruitment. Activities such as simulated job interviews, Q & A panels with expert practitioners and search consultants, and feedback on one's resume and interview style will characterize this two-day course. [1]

ISL7500 - Special Topics in Independent School Leadership
Catalog Description

Explores special issues or topics related to independent school leadership. May be repeated with change of topic. [1-6]

International Education and Policy Management

IEPM6110 - International Organizations and Economic Development
Catalog Description

This course provides a framework for understanding the process of economic development and the role and history of policy and international organizations in influencing development. The course begins with an examination of various theories and evidence on the development process, including the microeconomic underpinnings of development, and the history of international organizations' involvement in development activities. Topics will include political institutions and the political economy of development policy; markets and the state; international trade and finance; foreign aid policy and flows; labor and migration; culture and human rights, and the role of evaluation in guiding development. Special attention will be given to international efforts to promote human capital accumulation, social protection (education and health) and the well-being of children in developing countries. The course will also draw historical and contemporary examples of development challenges from a range of countries and will consider the knowledge and data at hand for guiding improvements in development policy through international organizations. [3]

IEPM6120 - International K-12 Education Policy
Catalog Description

This course will provide an overview of reform policies in K-12 education internationally. Important topics such as stratification and equity, assessment and accountability, school management and leadership, teacher quality, professional development, and school choice will be examined through extensive reading of research literature and class discussion. [3]

IEPM6130 - Comparative Issues in Higher Education
Catalog Description

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]

IEPM6140 - Education Policy and Global Human Development
Catalog Description

This course is designed as a rigorous overview of the role of education (a primary determinant of human capital) in human and economic development. It provides students with a variety of frameworks for analyzing various aspects and definitions of development, especially as these relate to the creation and sustaining of human capabilities. Significant attention is paid to the role of education in human development, applying concepts such as human agency, human capital theory, social capital and rate of return analysis. It also covers issues of education policy/planning and the different methods used to answer questions of how much a society should invest in education. The economics of basic and higher education will be included, as well as costs, finance, and efficiency. [3]

IEPM6150 - Education Policy in Low- and Middle-Income Countries: Evidence from Experimental and Quasiexperimental Evaluations
Catalog Description

The social returns to investing in basic education are high in developing countries. However, countries are still facing significant challenges in ensuring that children go to school and learn critical skills. This course will examine new emerging evidence from interventions designed to increase school enrollment and student learning in basic education (K-12 grades) through two lenses: the decisions of families to invest in basic education, and the decision of schools on how to use and organize key elements in the production of education. The course will take advantage of an emerging and growing body of studies from developing countries that provide compelling causal evidence about the factors that influence the decisions of students, parents, and teachers, and the effectiveness of different strategies to enhance students' learning. [3]

IEPM7500 - Special Topics in International Education Policy and Management
Catalog Description

Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

IEPM7950 - Practicum in International Education Policy and Management
Catalog Description

Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [0-6]

IEPM7960 - Readings and Research in International Education Policy and Management
Catalog Description

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]

IEPM7990 - IEPM Practicum Professional Portfolio
Catalog Description

All International Education Policy and Management students must complete a field-based practicum and apply the content knowledge and analytical skills derived from IEPM course work to professional work experiences. A culminating professional portfolio of academic writing and professional products approved by the IEPM faculty completes the practicum experience. [3]

Leadership and Learning in Organizations

LLO7960 - Readings and Research in Leadership and Learning in Organizations
Catalog Description

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

LLO8110 - Leadership Theory and Practice
Catalog Description

A great deal of the theory and research on leadership has relied on the "industrial" model of leadership in which the primary outcome of interest is some measure of organizational performance. In this type of leadership theory, goals are unambiguous and the means to achieve them are uncontested and clear. In the context of modern, knowledge- and service-based organizations, this model is at best deficient and at worst the basis for serious negative, unintended consequences. Although we can learn from this leadership research, it tends to underplay the importance of values and ethics as well as the social and institutional context in which leadership takes place. The focus in this class is on leadership in organizations, where other, external values, goals and expectations stand alongside (or above) simple organizational performance. We will cover a number of important theories, but we will do so with an interest in developing leadership capabilities in ourselves and others. As a result, we will move back and forth between theory and practice, and include opportunities for self-reflection and skill development. Prerequisite: Leadership and Learning in Organizations Ed.D. major [3]

LLO8120 - Learning in Organizations**Catalog Description**

This course considers how to design learning environments and instruction so that learners use what they learn in appropriate new contexts. Leadership in organizations is about helping people become effective in achieving personal and organizational goals; it is at foundation about facilitating learning that matters - learning that shapes behavior. In this course we will explore some of what is known about learning and instruction that addresses this challenge. You will have the chance to master and apply the fundamentals of learning and instruction to your own area of interest. And you will have a chance working in teams and alone to identify and pursue related questions that are of particular interest to you. The course will build upon the diverse perspectives that students from varied professional backgrounds bring to the class. We will all be rich resources for each other. Prerequisite: Leadership and Learning in Organizations Ed.D. major [3]

LLO8130 - Organizational Theory and Behavior**Catalog Description**

This course explores both traditional and contemporary organizational theories, and reviews applied research in organizational effectiveness. Emphasis is on the principles and practices of organizational restructuring, organizational development and planned changes, systems and processes, self-managed teams, and organizational learning. Experiential learning will reinforce systematic inquiry and applied organizational assessment and intervention skills. Includes analysis of the major issues - change, diversity, ethics, sustainability - that modern complex organizations face. [3]

LLO8140 - Strategy and Analytics**Catalog Description**

This course is designed to help students develop the business acumen required of successful leaders across organizational settings. For this course, business acumen has two critical components. First is the strategic insight needed to understand what the organization is trying to accomplish and one's role in helping it achieve those objectives. Second is a facility with the financial and non-financial data needed to monitor and evaluate progress toward those goals. Key outcomes are developing the business acumen needed to assess and design organizational strategies; create a budget for an organizational initiative or department; and construct meaningful metrics and use them to evaluate organizational progress. [3]

LLO8150 - Research Design**Catalog Description**

The purpose of this course is to provide an introduction to the practice of research and research design. The course develops understandings of the principles, processes and techniques used in social science research. Students will use key concepts and methods of research to carry out strategic, data-driven inquiry for organizational improvement and effective decision-making. Students will learn methods for researching institutional processes, as well as strategies for conducting data-based inquiries. Leaders depend upon systematic information to inform them about specific problems. This course provides the skills necessary to design and conduct systematic studies using quantitative research methods. In addition, this class provides students the foundational knowledge and skills to critique and apply research. [3]

LLO8160 - Psychological Perspectives on Learning**Catalog Description**

Psychologists have been studying learning since the field was first established. This course will provide you with a survey of the current psychological theories describing how people learn new information. Students will learn about basic psychological research and how it can be used to improve to improve the transfer of information from teachers to students, from employers to employees and from organizations to the public. [3]

LLO8170 - Learning and Design in Context**Catalog Description**

This course offers a deep dive into how different theories of human activity help us to see, understand, and design in different ways. The class focuses specifically on human activity in relation to contexts, with a specific focus on learning, in its many forms. Any theory frames the way we see the world, what we notice about it, and how we come to understand it. Theories also therefore influence the kinds of solutions, refinements, or suggestions that we offer about changing, improving, or revising the world. Although our emphasis in this class is on understanding how different theories account for and explain human behavior, we will also use those theories both as analytical and design tools. [3]

LLO8180 - Applied Statistics**Catalog Description**

The course covers concepts in descriptive and inferential statistics, including concepts such as sampling distributions, standard error, central limit theorem, and p-value. Students will develop skills in using software to perform statistical analysis on data sets, conduct hypothesis tests, and construct confidence intervals.[3]

LLO8190 - Qualitative Modes of Inquiry**Catalog Description**

Qualitative Modes of Inquiry is intended to provide a survey of the field of qualitative research. The course focuses on foundational philosophies of, and standpoints within, qualitative inquiry. The course is designed to help students develop a critical understanding of the various considerations in and stages of qualitative research including the development of researchable questions, theoretical and conceptual frameworks, methodological stances, data collection, and analysis plans, which may include instrument design and implementation as well. [3]

LLO8200 - Introduction to Data Science**Catalog Description**

We have entered a time in which vast amounts of data are more widely available than ever before. At the same time, a new set of tools has been developed to analyze this data and provide decision makers with information to help them accomplish their goals. Those who engage with data and interpret it for organizational leaders have taken to calling themselves data scientists, and their craft data science. Other terms that have come into vogue are "Big Data," "Predictive Analytics" and "Data Mining." These can seem to be mysterious domains. The point of this class is to demystify much of this endeavor for individuals who will be organizational leaders. [3]

LLO8210 - Design for Learning in Communities**Catalog Description**

This course provides an in-depth look at the interrelationships between community, learning, identity and context. We will examine the historical, political, social, theoretical, cultural, and educational influences that shape schooling for all students. We will be studying and theorizing about place, space, language, ethnicity, race and culture across diverse settings (e.g. schools, households, communities) from an asset rather than a subtractive or deficit approach. The major goal of this course will be to learn how such influences affect students' educational experiences, instruction, and school-wide decisions. [3]

LLO8220 - Responsible Leadership: Conceptualizing the Ethics of Leadership for a Democratic Context**Catalog Description**

This course is an exploration of the ethics of leadership and learning conceived as the practice of responding fully and defensibly to the existential question, "How shall I live?" in the context of organizational goals and constraints and in recognition of power-laden roles within those institutions. We link experience, value, motivation and action to philosophical ideas to ensure that our leadership decisions account for all the elements of our moral/ethical lives. [3]

LLO8230 - Program Evaluation
Catalog Description

This doctoral-level course is designed to build the knowledge and skills necessary to conduct and interpret program evaluation. For our purposes, program evaluation is defined as "a systematic method for collecting, analyzing, and using data to examine the effectiveness and efficiency of programs and, as importantly, to contribute to continuous program improvement" (CDC, 1999). A program is loosely defined as any set of related activities undertaken to achieve an intended outcome. Notably, a working knowledge of program evaluation is a key competency for today's leaders as it provides valuable tools to inform management decisions, guide process and organizational change, and help generate data relevant to solving pressing problems so that resources can be allocated most effectively. [3]

LLO8240 - Public Policy and Administration
Catalog Description

Public Policy and Administration is an introduction to public decision-making, and what public officials within government and, by extension, the citizens represented by those officials, choose to do (or not do) about public problems. The course engages with the practice of public policy and administration and the theories that explain the policy process. It emphasizes four areas in particular: 1.How the structure of institutions matters for the decisions they make, 2.What constraints policymakers face in making decisions on behalf of the public, 3.What strategies can be used to overcome those constraints, 4.What tools real participants in the policy process use in implementing those strategies. Among these tools, the course features an emphasis on public policy writing—that is, how to frame, organize, and produce informative documents for policy audiences. [3]

LLO8250 - Designing Inquiry and Leading Improvement
Catalog Description

This course equips participants with the knowledge, skills, and mindsets to foster organizational growth and development. Using quality improvement tools and the discipline of improvement science, this course challenges students to anchor a systemic approach to improvement within an organization-specific problem of practice. Participants will learn to leverage critical tools within quality improvement planning and have the opportunity to frame future inquiry efforts relative to their capstone project. Successful completion of the course will prepare students to begin their capstone project with a nuanced eye toward their partner organization and area of inquiry. [3]

LLO8710 - Campus Convening I: Applied Inquiry
Catalog Description

Campus Convening I builds on first-year coursework and further develops applied inquiry skills in preparation of capstone project work. Models of evidence-based practice, methods for connecting course content to organization and problem analysis, skills in identifying researchable questions, and developing a systematic review of the literature will be major components of the first campus convening. Students are eligible to participate in the first campus convening after successful completion of the first three terms of LLO coursework. [1]

LLO8712 - Campus Convening II: Qualitative Analysis
Catalog Description

The second campus convening for the LLO Program introduces students to qualitative methodologies deployed in research. We will examine the design, strategies, and applications of qualitative research through a collection of assigned readings, course lectures and discussions, and in-class exercises. The culminating activity requires students to apply core dimensions of qualitative research to the design of a proposed field research project. In sum, this course provides the foundational knowledge to consume and critique qualitative educational research. [1]

LLO8713 - Campus Convening III**Catalog Description**

The final campus convening requires students to present their capstone reports to the LLO program faculty and students. The presentation describes their organization engagement, the literature used during the engagement, their proposal for the organization and how the proposal will be evaluated should the organization choose to implement it. Prerequisites; LLO 8710 and 8712. [1]

LLO8900 - Capstone Seminar I**Catalog Description**

The Ed.D. in Leadership and Learning in Organizations is designed to prepare students to skillfully combine people and resources to facilitate organizational learning and improvement. As the culminating academic experience in the LLO program, the capstone project challenges students to integrate what they have learned in Ed.D. coursework, to demonstrate mastery of content, and to apply it in a disciplined way to an organizational context. As part of the capstone project, students establish a relationship with an organization, other than their own, to address questions or problems of practice related to organizational performance and improvement. In Capstone Seminar I, the first part of students' final capstone paper will be completed. In this seminar and in capstone paper part I, students will identify, introduce, and analyze a problem of practice, a challenge, or a complex phenomenon in an external organization identified by the student. The problem, challenge, or phenomenon will be framed in the relevant literature and will serve as the basis for the capstone investigation. Students will bring multiple forms of evidence to bear that frames and provides the rationale and need to focus on the problem, challenge, or phenomenon in the particular organizational context. Based on the organizational analysis and literature review, students will then design an intervention or process targeted to learning, improvement, or change. Students will draw upon LLO coursework and their own independent research to identify a viable intervention or approach aligned with the organization's needs. [3]

LLO8910 - Capstone Seminar II**Catalog Description**

The Ed.D. in Leadership and Learning in Organizations is designed to prepare students to skillfully combine people and resources to facilitate organizational learning and improvement. As the culminating academic experience in the LLO program, the capstone project challenges students to integrate what they have learned in Ed.D. coursework, to demonstrate mastery of content, and to apply it in a disciplined way to an organizational context. As part of the capstone project, students establish a relationship with a focal organization, other than their own, to address questions or problems of practice related to organizational performance and improvement. In Capstone Seminar II, student complete work begun in Capstone Seminar I, finishing data analysis, intervention design, design of the program evaluation of the intervention's effects, and write the capstone paper. All work draws on LLO coursework along with their own independent research to produce a final capstone paper that is presented to faculty in Campus Convening III. [3]

LLO9110 - Economics of Human Resources**Catalog Description**

This course introduces basic concepts in microeconomics using the lens of human resources to investigate and apply these concepts. The economics of human resources, frequently called personnel economics, is concerned with improving the outcomes of both employees and employers. The basic premise of the course is that employees have skills and talents that are useful to firms in the labor market. When employees are put to work as productively as possible, both the employee and the employer benefit. [3]

LLO9120 - Leading Inclusive Organizations**Catalog Description**

Early organizations were designed to meet the needs of a homogeneous workforce and customer base. The "one size fits all" adage worked. This made organizational design decisions easy-and noncontroversial. Today, women make up half the workforce, the age profile spans four generations, gender is no longer viewed as a binary characteristic, historically under-represented racial and ethnic groups make up an ever-larger percentage of the workforce, and individuals with disabilities are more frequently welcomed to the workforce. The friction that arose as one-size-fits-all norms, values, and rules met this increasingly diverse workforce and customer base led to formal diversity management efforts decades ago, yet the numbers suggest success has been elusive. Why is it so difficult to "manage" diversity? Is homogeneity a benefit or the problem? Is the real issue inclusion rather than diversity? Or is lack of equity the problem? Evidence suggests we are only beginning to appreciate how complex the answers to these questions are. Contextual moderators, for example, may impact how, when, where, and why diversity is a benefit. Similar ambiguity surrounds the effectiveness of diversity and inclusion (D&I) strategies that were once considered best practices. The result: confusion reigns, despite an explosion of juried and practical research on equity, diversity, and inclusion (EDI). Meanwhile, organizations just want clear answers: What should we do to achieve our EDI goals? [3]

Leadership and Organizational Performance

LLO9120 - Leading Inclusive Organizations**Catalog Description**

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]

LOP6120 - Learning Organizations**Catalog Description**

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]

LOP6130 - Strategy and Analytics I**Catalog Description**

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]

LOP6140 - Strategy and Analytics II**Catalog Description**

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]

LOP6150 - Evaluation of Organizational Performance**Catalog Description**

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. [3]

LOP6210 - Design of Human Performance Interventions**Catalog Description**

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]

LOP6220 - Consultation Skills**Catalog Description**

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]

LOP6230 - Organizational Development**Catalog Description**

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]

LOP6240 - Designing and Leading Teams**Catalog Description**

Teams are common, yet they often struggle to reach their full potential, frustrating both leaders and members. This course integrates team science principles with practical leadership strategies, equipping students with the mindsets and methodologies to design and lead high-performing, purpose-driven teams in diverse settings. Through a blend of class discussions, case studies, and hands-on activities, students will gain valuable experience in addressing team challenges, developing leader and member competencies, and maximizing collective team capacity. [3]

LOP6250 - Strategic Human Resources Planning and Business Processes**Catalog Description**

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]

LOP6260 - Executive Coaching**Catalog Description**

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]

LOP6270 - Leading Globally Inclusive Organizations**Catalog Description**

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]

LOP6290 - Talent Management**Catalog Description**

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]

LOP6310 - Strategic Workforce Planning**Catalog Description**

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 too real-world, real-time situations. [3]

LOP6320 - Prosocial Leadership**Catalog Description**

This course explores the neurological and psychological underpinnings of interpersonal leadership. Utilizing a positive psychology perspective, principles and practices of leadership that contribute to team performance as well as team member well-being are explored. The course focuses on individuals (leader, follower) and relational dynamics (leader-follower, leader-team) that help explain a myriad of desirable leadership outcomes (e.g., job satisfaction, organizational commitment, job performance, citizenship behavior). Topics range from self-regulatory practices that help leaders avoid potentially derailing "fight or flight" reactions to stress to the role leaders play in developing and upholding an environment of fairness and justice. While the course is based upon a foundation of empirically grounded leadership research, the primary purpose of the course is to assist students in bridging the gap between theory and practice by developing actionable frameworks and practices of leadership. [3]

LOP7500 - Special Topics in Leadership and Organizational Performance**Catalog Description**

Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

LOP7960 - Readings and Research in Leadership and Organizational Performance**Catalog Description**

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

LOP7980 - Internship in Leadership and Organizational Performance**Catalog Description**

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. [0-3]

LOP7990 - Applied Experience **Catalog Description**

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 & Organization

LPO6100 - Leadership Theory and Behavior **Catalog Description**

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]

LPO7200 - Grants, Policy, and Administration **Catalog Description**

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]

LPO7300 - Education Law **Catalog Description**

This course explores how law shapes, facilitates, and constrains preK-12 and higher education in the United States. In this course, we examine sources of governmental authority; discuss conflicts between educational institutions and liberty and property interests of students, educators, and families; ask whether it is permissible for educational institutions to treat identifiable groups of education stakeholders differently; and engage areas of education policy which are generally beyond the reach of traditional due process or equal protection claims. The course urges uses and engages critical and intersectional lenses in evaluating the impact of education law on students and educators of color, women and girls, LGBTQ individuals, and people with disabilities, using socioeconomic inequality as a guiding theme. [3]

LPO7500 - Special Topics in Leadership and Organizations **Catalog Description**

Explores special issues or topics related to leadership and organizations. May be repeated with change of topic. [1-6]

LPO7810 - Causal Inference

Catalog Description

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]

LPO7860 - Research Design and Data Analysis I

Catalog Description

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]

LPO7870 - Research Design and Data Analysis II

Catalog Description

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]

LPO7950 - Leadership, Policy, and Organizations Applied Experience

Catalog Description

Students will complete a practicum experience in a setting reflecting their LPO coursework and professional interests. Placements may include research organizations, policy entities, and school and district-level settings. Practicum experiences may take place in-person or virtually, locally in Nashville or elsewhere throughout Tennessee, the United States, or internationally. [0-6]

Leading Organizations

MLO6100 - Theory and Practice of Leadership

Catalog Description

This course focuses our attention on a primary organizational activity—the artful, yet informed, combination of people, practices and processes that create competitive advantage, multiple forms of sustainability and serve to execute an organization's values and goals. We will work from the premise that any organization's most important intangible assets are the people who work in the organization and the routines and processes in place that leverage their potential. Research in the fields of psychology, sociology, social and organizational psychology, political science, and social and cultural anthropology are the primary sources of the theoretical frameworks we use. These are all fields of study that inform the field of leadership. Along with contemporary thinking on the work of leaders in a range of organizations, the course will prepare students to think critically about what constitutes effective leadership and to, themselves, execute effective leadership in their own workplaces. [3]

MLO6110 - Critical Policy Analysis**Catalog Description**

This course utilizes critical frameworks to examine and deconstruct substantive policy issues within and beyond the U.S. public policy sphere. We will review policymaking processes and contemporary policy issues as a means to understand the pervasive nature of public policy and its implications across various topics, including but not limited to: COVID-19 pandemic, re-energized civil rights movements, labor, immigration, and higher education. The course is divided into three parts: (1) the institutional underpinnings of U.S. public policy; (2) the policymaking process; and (3) substantive policy issues. In tandem and throughout the semester, we will utilize social justice scholarship and frameworks to interrogate policy-based inequities and our respective policy expertise, agency, and perspectives. Students can expect to develop their reading, writing, presentation, and policy analysis skills while advancing their ability to influence policy processes. [3]

MLO6120 - Co-Constructing Inclusive Organizations**Catalog Description**

Historical and present-day structural inequality have created inequitable environments in multitudes of organizations. Inequitable environments within organizations interface with racial and social hierarchies, and historically excluded populations experience additional forms of subjugation within organizations. This class builds upon transformational leadership and agency. Students are invited to think critically about how power functions within organizations and how organizations may reify longstanding racial and social hierarchies. This course is divided into four parts and invites students to consider: (1) diversity, equity, inclusivity and belonging (DEIAB); (2) thinking beyond static notions of identity politics; (3) practices that invite a complex "leaning" into the work; and (4) explorations in transforming and sustaining organizational change. [3]

MLO6130 - Evidence-Based Social Research**Catalog Description**

Leaders depend upon strategic, systematic, and data-driven inquiries for organizational improvement and effective decision-making. The purpose of this course is to develop understandings of the principles, processes, and techniques used in social science with a particular emphasis on educational and organizational research. Students will learn methods for researching institutional processes, as well as strategies for conducting evidence-based inquiries. Students will gain the ability to evaluate empirical studies both in terms of the research design employed and the types of methods used to collect and analyze data. [3]

MLO6200 - Driving Strategy with Business Acumen**Catalog Description**

This course is designed to help students develop the business acumen required of successful leaders across organizational settings. For this course, business acumen has two critical components. First is the strategic insight needed to understand what the organization is trying to accomplish and one's role in helping it achieve those objectives. Second is a facility with the financial and non-financial data needed to monitor and evaluate progress toward those goals. Key outcomes are developing the business acumen needed to assess and design organizational strategies; create a budget for an organizational initiative or department; and construct meaningful metrics and use them to evaluate organizational progress. [3]

MLO6210 - Organizational Theory and Praxis**Catalog Description**

This course explores both traditional and contemporary organizational theories, and reviews applied research in organizational effectiveness. Emphasis is on the principles and practices of organizational restructuring, organizational development and planned changes, systems and processes, self-managed teams, and organizational learning. Experiential learning will reinforce systematic inquiry and applied organizational assessment and intervention skills. Includes analysis of the major issues-change, diversity, ethics, and sustainability that modern complex organizations face. [3]

MLO6240 - Evidence Informed Practice in Leading Organizations**Catalog Description**

Leaders make daily decisions based on evidence. This course is designed to provide executive students with the tools, skills, and experience they need to be sophisticated data- driven decision makers. The course will introduce the basics of statistical analysis and econometrics, but the overarching goal is for students to be proficient in interpreting evidence and determining how to implement programs, policies, and other decisions based on the quality of the evidence. [3]

MLO7500 - Special Topics in Leading Organizations**Catalog Description**

Explores special issues or topics related to leading organizations. May be repeated with change of topic. [1-3]

MLO7980 - Capstone in Leading Organizations**Catalog Description**

The Masters in Leading Organizations (MLO) program is designed to prepare students to lead, manage, and be at the forefront of organizational change. The MLO capstone course is the culminating academic experience that seeks to provide students the opportunity to integrate skills and knowledge gained during their graduate program. Specifically, students will utilize an evidence-based practice approach to identify and evaluate an experienced organizational challenge, as well as draft (or pilot) solutions that address the identified challenged within the organization and sector. The course is divided into three parts: (1) the critical examination of an experienced organizational problem; (2) the development of evidence-based solutions, and (3) praxis of evidence-based solutions. In tandem and throughout the semester, students will meet regularly to receive peer-review feedback, workshop major assignments, and advance evidence-based praxis approach. Students are encouraged to continue and examine pressing organizational problems identified in previous courses (i.e., Critical Policy Analysis, Leading Inclusive Organizations, etc.) to build upon their interests and development. [3]

Math Education

MTED6250 - Advanced Teaching of Mathematics in the Elementary School**Catalog Description**

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. Corequisites: EDUC 6120, EDUC 6210, and EDUC 6220 [3]

MTED6370 - Advanced Teaching of Mathematics in Secondary Schools**Catalog Description**

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. [3]

MTED6371 - Practicum in Secondary Education**Catalog Description**

Observation, participation, and teaching in middle school and secondary school settings. [3]

MTED6380 - Computers, Teaching, and Mathematical Visualizations**Catalog Description**

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]

MTED7330 - Introduction to Literacies in Mathematics**Catalog Description**

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 are the links between content and communication. [3]

MTED7960 - Readings and Research in Mathematics Education**Catalog Description**

Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor required. [1-3]

MTED7973 - Internship Seminar Secondary**Catalog Description**

Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Multilingual Learner Education

EDML7972 - Student Teaching in Multilingual Learner Education**Catalog Description**

Observation, participation, and teaching in graduate intern centers and/or schools. Post baccalaureate equivalent of student teaching. Corequisite: EDML 7973 [3]

EDML7973 - Internship Seminar: Multilingual Learner Education**Catalog Description**

This internship seminar is a co-requisite for language educators enrolled in student teaching. Corequisite: EDML 7972 [3]

Psychology-PC

PSY-PC5120 - Adolescent Development**Catalog Description**

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-PC6010 - Applied Child Studies**Catalog Description**

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-PC6020 - Advanced Applied Child Studies**Catalog Description**

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-PC6030 - Theories of Developmental Psychology in Practice**Catalog Description**

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-PC6260 - Seminar on Developmental Disabilities**Catalog Description**

Before delving into the many controversies in the disability field, this course first addresses such fundamentals as different models of intellectual and developmental disabilities (IDD's; e.g., medical and social models, neurodiversity), the history of the field, and the strengths and challenges of people with specific etiologies of IDD (e.g., environmental, autism spectrum disorder, genetic syndromes). The seminar then focuses on a range of pressing concerns for people with IDD (e.g., disparities in healthcare, advances in prenatal genetic testing, needs of families, and inequities in the penal system). In doing so, the seminar intersects with divergent perspectives from medicine, genetics, law, social justice, psychology, education, public opinion and social policies. [3]

PSY-PC6410 - Professional Ethics in Clinical Psychology**Catalog Description**

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-PC6430 - Psychological Assessment: Personality and Psychopathology**Catalog Description**

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-PC6440 - Becoming an Evidence Based Practitioner
Catalog Description

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-PC6450 - Psychopathology
Catalog Description

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-PC6460 - Brain, Development, and Cognition
Catalog Description

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-PC6470 - Cognitive Science to the Classroom
Catalog Description

This course focuses on the interplay between basic research in cognitive science and educational innovation. There is a major push to design learning environments that are based on cognitive science research and theory and to rigorously evaluate these environments. How do we go about doing this? We will use a case study approach of successful educational innovations, the basic research behind them, and their impact on basic research in turn. This allows us to develop a framework for developing and evaluating educational innovations. [3]

PSY-PC6500 - Infancy
Catalog Description

The behavior and physiological development of infants reflect a complex interaction among evolutionary history and genetics, prenatal environmental influences, and early postnatal experience. An overview of each of these topics is provided through classroom discussions and reading assignments focusing on recent empirical studies and major theoretical issues. Students will need to have knowledge of Developmental Psychology [3].

PSY-PC7040 - Psychological Foundations of Education**Catalog Description**

(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-PC7130 - Introduction to Formal Linguistics**Catalog Description**

This course is a general introduction to formal linguistics, the scientific study of human language. We will focus on the major core subfields of linguistics: morphology, phonetics, phonology, syntax, and semantics. This course also touches on questions of sociolinguistics, language variation, and language change. [3]

PSY-PC7160 - Bilingualism and Second Language Learning**Catalog Description**

Learn the psychological and brain processes that underlie bilingualism and second language acquisition. Explore state of the art techniques in psychology such as brain imaging and eye-tracking as applied to multi-lingual speakers. Learn about bilingual language processing and learning. Develop the ability to critically evaluate the literature. [3]

PSY-PC7170 - Cognitive Science of Reading**Catalog Description**

Learn the relation of speech to reading in different writing systems. Understand the nature of visual word recognition. Explore how reading develops and is affected by dyslexia through experiments and formal models. Investigate the neural substrate of reading development and disability. Examine the causes of reading failure and how science can inform practice. Develop the ability to critically evaluate the literature and use it to apply to education. [3]

PSY-PC7180 - How We Talk**Catalog Description**

The course will examine how language is used in conversational settings. The course will focus on empirical studies of the psychology of language and will examine the cognitive, social, and contextual processes that guide every-day language use. [3]

PSY-PC7190 - Language and the Brain**Catalog Description**

Learn brain anatomy underlying language. Understand nonscientific methods used to study language such as neuroimaging and Lesion approaches. Explore brain basis of the lexical processing of nouns, verbs and morphology, and the comprehension of sentences. Investigate the neural substrate and behavioral manifestation of language disorders such as aphasia. Examine the cortical machinery of reading and writing, and their disorders such as dyslexia and dysgraphia. Develop the ability to critically evaluate the literature. [3]

PSY-PC7210 - Hospitalized Child**Catalog Description**

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-PC7220 - Pediatric Research Design**Catalog Description**

This course is designed for individuals interested in conducting pediatric healthcare research with children and their families. The class explores current inquiry paradigms, research processes and procedures, methodology and elements of design, and evidence-based techniques for supporting children and families during healthcare research encounters and improving the quality and efficacy of medical and psychosocial care and research with/for children. [3]

PSY-PC7230 - Play-Based Intervention**Catalog Description**

This course is designed for individuals interested in using play-based techniques to meet the psychosocial needs of children and families experiencing stress. The concept of "play" is explored from a variety of developmental, psychological, professional, and educational standpoints using seminal texts from leading theorists. Applications of play to promote coping and development for children and families experiencing stress, illness, or discord are considered. Some of the specific topics covered in this course include historical and contemporary play theories, evidence-based uses of play for assessment and intervention, and the implications of play for children's rights and welfare. [3]

PSY-PC7500 - Special Topics Psychology and Human Development**Catalog Description**

May be repeated with change of topic. [3]

PSY-PC7850 - Research Methods Developmental Psychology**Catalog Description**

Major empirical approaches to the study of development. Emphasis on human behavioral development. [3]

PSY-PC7878 - Statistical Consulting Integrating AI
Catalog Description

The objective of this course is to prepare students for providing statistical consulting in collaborative applied research settings. Statistical consulting skills are increasingly vital for research and analytic jobs in industry, education, medicine, and academia. Yet a variety of data analysis experiences beyond formal methodological coursework are needed to hone statistical consulting skills. Students work in a mentored environment on statistical and theoretical problems confronted by applied researchers in real data analysis settings within the social sciences and education. Students work in small groups or individually on consulting projects and also have opportunities for providing constructive feedback on others' projects. Throughout, students will critically consider the role of artificial intelligence (AI), specifically large language models, an to aid in statistical consulting and problem solving. Students will practice using AI to augment consulting deliverables and will critically evaluate the utility of AI for these purposes. This course will synthesize and further develop students' understanding of how to translate subject-matter questions into statistical language, select an appropriate statistical method, research and develop workable solutions to new problems, write an analysis plan, and effectively communicate results through oral and written reports, and thoughtfully use emerging technology to solve complex statistical inquiries. This course will not only focus on the content of statistical consulting but also on the process - covering how to communicate effectively, professionally, and ethically with clients about expectations, responsibilities, hypotheses, analyses, and results. Permission of Instructor required. [3]

PSY-PC7940 - Directed Research in Applied Child Studies
Catalog Description

May be repeated for credit. [1-6]

PSY-PC7950 - Child Studies Practicum: Applied Professional
Catalog Description

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-PC7951 - Child Studies Practicum: Clinical & Developmental
Catalog Description

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. May be repeated for credit. [3-12]

PSY-PC7960 - Readings and Research in Child Studies
Catalog Description

May be repeated for credit. [1-3]

PSY-PC7961 - Readings and Research in Quantitative Methods
Catalog Description

Semi-independent readings and research on selected topics in quantitative methods. May be repeated for credit. Consent of instructor required. [1-3]

PSY-PC7980 - Internship in Applied Child Studies**Catalog Description**

May be repeated for credit. [1-3]

PSY-PC7982 - Quantitative Methods Internship**Catalog Description**

All Quantitative Method majors must complete an internship to fulfill their major requirements. [2]

PSY-PC7990 - Master's Thesis in Child Studies**Catalog Description**

Open only to M.Ed. candidates engaged in thesis research and writing. [1-3]

Science Education

SCED6250 - Advanced Teaching of Science in Elementary Schools**Catalog Description**

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. [3]

SCED6370 - Advanced Teaching of Science in Secondary Schools**Catalog Description**

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. [3]

SCED6371 - Practicum in Secondary Education**Catalog Description**

Observation, participation, and teaching in middle school and secondary school settings. [3]

SCED7330 - Introduction to Literacies in Science**Catalog Description**

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]

SCED7400 - Modeling in the Secondary Science Classroom**Catalog Description**

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]

SCED7500 - Special Topics in Science Education**Catalog Description**

Exploration of a special topic related to science education. May be repeated with change of topic. [1-6]

SCED7960 - Readings and Research in Science Education
Catalog Description

Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1-3]

SCED7973 - Internship Seminar Secondary
Catalog Description

Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Social Studies Education

SSED6240 - Human Geography
Catalog Description

(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]

SSED6250 - Advanced Teaching of Social Studies in Elementary Schools
Catalog Description

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. [3]

SSED6370 - Advanced Teaching of Social Studies in Secondary Schools
Catalog Description

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. [3]

SSED6371 - Practicum in Secondary Education
Catalog Description

Observation, participation, and teaching in middle school and secondary school settings. [3]

SSED7330 - Introduction to Literacies in the Social Studies
Catalog Description

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 are the links between content and communication. [3]

SSED7500 - Special Topics in Social Studies Education
Catalog Description

Explores special topics related to social studies education. May be repeated with change of topic. [1-6]

SSED7960 - Readings and Research in Social Studies Education
Catalog Description

Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1-3]

SSED7973 - Internship Seminar Secondary
Catalog Description

Seminar to accompany EDUC 7972. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Special Education

SPED7000 - Education and Psychology of Exceptional Learners
Catalog Description

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]

SPED7100 - Cultural Diversity in American Education
Catalog Description

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]

SPED7400 - Management Procedures for Academic and Social Behavior
Catalog Description

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]

SPED7410 - Personnel Supervision and Management in Applied Behavior Analysis
Catalog Description

This course is focused on educational applications of organizational behavior management, which is a field of study concerned with using principles of learning theory, discovered in the operant laboratory, to support effectiveness in the workplace, with a purpose of equipping students to effectively supervise and manage personnel (e.g., parents, educators, staff) involved with the implementation of assessment and intervention procedures to support the independence and autonomy of individuals with disabilities. Course content is empirically-based and includes strategies and tactics for developing rapport with providers, supporting a healthy workplace culture, methods of training providers on procedures including behavioral assessment and intervention protocols, receiving and delivering feedback, monitoring treatment integrity, legal and ethical considerations for supervision and management, and considerations related to cultural, linguistic, and other sources of diversity among providers. This course includes credit for successful completion of two semesters of applied behavior analysis internship, including attending weekly Friday afternoon lab meetings during internship semesters. [3]

SPED7430 - Administering Ethical Behavior Analytic Services
Catalog Description

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]

SPED7445 - Theory in Behavior Analysis
Catalog Description

This course provides an introduction to B.F. Skinner's foundational philosophical groundwork (i.e., "radical behaviorism") for a natural science of behavior as well as contemporary extensions of Skinner's analysis. The purpose of this course is to expose students to a purely environmental theoretical account of both "public" and "private" human behavior. Understanding how operant and respondent conditioning, among other processes, can interact to shape complex processes such as speaking, thinking, feeling, and problem solving supports the development of useful hypotheses about the influence of the environment on behavior, and design of effective treatments. [3]

SPED7500 - Special Topics in Special Education
Catalog Description

Explores special issues or topics related to Special Education. May be repeated for credit with change of topic. [0-3]

SPED7510 - Seminar in Special Education
Catalog Description

Enables students to explore and acquire depth in special topic areas directly related to their own objectives. [0-4]

SPED7715 - Fundamentals of Learning Analytics
Catalog Description

This course will provide students with foundational skills and knowledge needed to computationally analyze learner data. These skills will include sourcing educational datasets, developing appropriate analysis pipelines, communicating findings, and experimenting with data wrangling and cleaning, data visualization, machine learning, and text analytics. Specifically, students will be introduced to the R programming language and appropriate R packages (e.g., tidyverse, CARET, and tidytext), relational data, plotting and graphing data, linear and categorical modeling, data splitting and resampling, feature selection and overfitting, data reduction, reproducibility, sentiment analysis, and topic modeling. The course will be practice-based, and the final project will ask students to analyze data of interest to their field of research, discuss the data from an analytics perspective, and model learning outcomes. [3]

SPED7720 - Language Analytics
Catalog Description

This class will focus on using natural language processing methods to gather insights from student language. Forms of language will include student writing, dialogues, monologues, teacher interactions, and interactions with intelligent agents. The class will introduce text analytics approaches that include lexical extraction, syntactic parsing, text cohesion, sentiment analysis, topic modeling, and semantic embeddings. Student will learn to analyze large corpora of language samples to derive knowledge of students, develop interventions, provide feedback, and monitor engagement and motivation. Pre-requisite: SPED 7715 [3]

SPED7960 - Readings and Research in Special Education
Catalog Description

Individual programs of reading or research for students. May be repeated. Consent of the instructor required. [1-4]

SPED7989 - Specialty Project
Catalog Description

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]

SPED7990 - Master's Thesis in Special Education
Catalog Description

Open only to M.Ed. candidates engaged in thesis research and writing. [1-3]

SPED8899 - Embedded Practicum I in Visual Impairments
Catalog Description

The first embedded practicum for professional students in the embedded visual disabilities track, with opportunity for supervised participation in community special education programs. [3]

SPED8900 - Embedded Practicum II in Visual Impairments
Catalog Description

The second embedded practicum for professional students in the embedded visual disabilities track, with opportunity for supervised participation in community special education programs. Prerequisite: consent of instructor [3].

Special Education Certificate**SPEDC7400 - Management Procedures for Academic and Social Behavior**
Catalog Description

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. [3]

SPEDC7401 - Instruction and Learning in Early Childhood Special Education
Catalog Description

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]

SPEDC7410 - Personnel Supervision and Management in Applied Behavior Analysis

Catalog Description

This course is focused on educational applications of organizational behavior management, which is a field of study concerned with using principles of learning theory, discovered in the operant laboratory, to support effectiveness in the workplace, with a purpose of equipping students to effectively supervise and manage personnel (e.g., parents, educators, staff) involved with the implementation of assessment and intervention procedures to support the independence and autonomy of individuals with disabilities. Course content is empirically-based and includes strategies and tactics for developing rapport with providers, supporting a healthy workplace culture, methods of training providers on procedures including behavioral assessment and intervention protocols, receiving and delivering feedback, monitoring treatment integrity, legal and ethical considerations for supervision and management, and considerations related to cultural, linguistic, and other sources of diversity among providers [3].

SPEDC7430 - Administering Ethical Behavior Analytic Services

Catalog Description

This course provides a forum for students to discuss challenges to the ethical practice of behavior analysis. 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]

SPEDC7445 - Theory in Behavior Analysis

Catalog Description

This course provides an introduction to B.F. Skinner's foundational philosophical groundwork (i.e., "radical behaviorism") for a natural science of behavior as well as contemporary extensions of Skinner's analysis. The purpose of this course is to expose students to a purely environmental theoretical account of both "public" and "private" human behavior. Understanding how operant and respondent conditioning, among other processes, can interact to shape complex processes such as speaking, thinking, feeling, and problem solving supports the development of useful hypotheses about the influence of the environment on behavior, and design of effective treatments. [3]

SPEDC8110 - Introduction to Single Case Research Design

Catalog Description

Initial course in the use of single case research methodology within special education. Overview of behavioral measurement, single case research designs, and methods of data analysis. Critical analysis of research articles. Development of a single case research proposal is required. [3]

SPEDC8400 - Experimental Analysis of Behavior

Catalog Description

Overview of basic behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, schedules of reinforcement, establishing operations, multi-operant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, behavioral pharmacology, and remembering/forgetting. The course also focuses on research methodologies and the critical analysis of research. [3]

Special Education: Early Childhood Education

SPEDE7100 - Collaborating with Families of Young Children**Catalog Description**

This course provides students with an opportunity to work with families and their children birth-5 on individualized social, behavioral, and communication goals. An overview of both typical and atypical child development is presented alongside commonly accessed programs in early childhood education. A family systems and family-centered approach is used to communicate and collaborate with the family throughout prevention, intervention, assessment, support, and diagnostic processes. Work with families from diverse and marginalized backgrounds is encouraged and discussed throughout the course. [3]

SPEDE7400 - Instruction for Young Learners**Catalog Description**

Provides foundational information about teaching infants, toddlers, and preschoolers with and without disabilities in classroom settings. Focuses on high-value instructional practices based on research evidence, adapted for individual and cultural differences and improving implementation of these practices in typical classroom contexts. [3]

SPEDE7450 - Screening and Assessment for Young Learners**Catalog Description**

Provides information about typical and atypical development of young children birth – age five. Includes in-depth exploration of recommended practices in assessment and instruction with an emphasis on the application of these practices in inclusive settings or natural environments. Collaboration with other professionals and families and their importance in the assessment process is highlighted. [3]

SPEDE7500 - Special Topics in Early Childhood Special Education**Catalog Description**

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

SPEDE7610 - Advanced Procedures in Classroom Management and Social Skills Instruction for Young Learners**Catalog Description**

This course focuses on effective practices for designing early childhood classroom environments to support children's social emotional development and prevent challenging behavior and effective practices for teaching social emotional skills. It includes an examination of the research bases for effective teaching for children with and at-risk for social-emotional delays and behavior problems. Covers procedures for supporting children who are served by classroom teachers, consultants, resource teachers, or behavior support personnel. Students are expected to synthesize and analyze research on effective teaching and management practices, and to apply the knowledge to classroom situations for children with or at-risk for social-emotional delays or behavior problems. Students will learn how to evaluate the effectiveness of these strategies and procedures and, if necessary, change them. [3]

SPEDE7700 - Teaching Reading to Students with Disabilities in Early Childhood**Catalog Description**

Presents empirically validated instructional procedures to address the academic deficits of preschool age children with disabilities across principle domains of reading instruction including oral language, concepts of print, phonological awareness, phonics, vocabulary, comprehension, writing, and content area literacy. Includes integration of explicit teaching procedures, direct instruction, and instructional design principles that apply to a range of academic domains. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Students will apply their skills in classroom settings. [3]

SPEDE7800 - Speech and Language for Young Learners**Catalog Description**

This course provides an integrated view of normal and atypical language development, psycholinguistic theory, research and intervention to promote language development and early literacy skills. Instructional strategies for teachers of children with and at risk for language impairment are considered. Approaches to assessing speech, language, communication and early literacy skills for all young children including children who are at risk, developmentally delayed, or language-learning disabled are presented. Cultural and linguistic considerations in assessment, classroom and specialized interventions are embedded throughout the course. Family-centered practices appropriate for supporting language and literacy for all children are reviewed. [3]

SPEDE7951 - Fieldwork in Integrated Early Childhood**Catalog Description**

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. [3]

SPEDE7953 - Advanced Practicum in Integrated Early Childhood Education**Catalog Description**

An advanced practicum for students in the Integrated Early Childhood Education Birth-K program who are currently licensed in a different area and who are seeking IECE certification, or graduate or professional students in a related field. This experience is individualized based on the needs of the student but requires 10 hours per week of work in an early childhood program that includes children with a range of abilities. Prerequisite: consent of instructor. [3]

SPEDE7991 - Extended Student Teaching for Graduate Students**Catalog Description**

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. A \$300.00 Teacher Performance Assessment fee is associated with this course. [6]

Special Education: High Incidence

SPEDH7100 - Trends and Issues in Learning Disabilities**Catalog Description**

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]

SPEDH7200 - Trends and Issues for Students with Behavior Disorders**Catalog Description**

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]

SPEDH7300 - Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8
Catalog Description

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]

SPEDH7310 - Teaching Mathematics to Students with Severe and Persistent Academic & Behavior Difficulties: 6-12
Catalog Description

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]

SPEDH7350 - Assessment for Students with Severe and Persistent Academic and Behavior Difficulties
Catalog Description

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]

SPEDH7400 - Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties
Catalog Description

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]

SPEDH7410 - Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties
Catalog Description

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]

SPEDH7420 - Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties
Catalog Description

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]

SPEDH7440 - Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties**Catalog Description**

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]

SPEDH7450 - Teaching in Secondary Schools: Students with Severe Academic & Behavior Difficulties**Catalog Description**

This is an introductory course in teaching students with severe and persistent academic and behavior problems at the secondary (middle and high school) level. This is an introductory course in teaching students with disabilities at the secondary (middle and high school) level. This course will cover preparing teacher candidates to work with 6-12 grade students with high-incidence disabilities for post-secondary transition planning, understanding outcomes and legislation; adolescent development and barriers to student success; special education instructional models and strategies in secondary schools, including adolescent literacy development, academic and social skills, career and technical education, and self-determination. [3]

SPEDH7600 - Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Mod**Catalog Description**

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]

SPEDH7610 - Intensive Interventions for Students with Severe and Persistent Academic Difficulties**Catalog Description**

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]

SPEDH7620 - Intensive Interventions for Students with Severe and Persistent Behavior Difficulties**Catalog Description**

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]

SPEDH7800 - Collaboration, Ethics, and Leadership to Support Students with Academic and Behavior Difficulties**Catalog Description**

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]

SPEDH7810 - Research Methods in Special Education**Catalog Description**

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]

SPEDH7951 - Field Work in Special Education Teaching**Catalog Description**

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. [3]

SPEDH7953 - Advanced Field Work in Special Education**Catalog Description**

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. [3]

SPEDH7961 - Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties**Catalog Description**

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]

SPEDH7991 - Extended Student Teaching for Graduate Students**Catalog Description**

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. A \$300.00 Teacher Performance Assessment fee is associated with this course. [6]

Special Education: Severe

SPEDS7000 - Issues in Family Intervention**Catalog Description**

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]

SPEDS7100 - Augmentative and Alternative Communication**Catalog Description**

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]

SPEDS7200 - Access to General Education and Teaching Functional Academics**Catalog Description**

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]

SPEDS7250 - Methods of Instruction for Students with Autism, Intellectual, and Multiple Disabilities**Catalog Description**

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]

SPEDS7300 - Procedures for Transition to Adult Life**Catalog Description**

Graduate-level overview of history, legislation, philosophy, and practice in the areas of secondary transition and post secondary outcomes for persons with disabilities. Emphasis on issues and strategies related to promoting a successful transition from school to adult life. Students are required to evaluate high school students' performance and develop instructional programs to apply in school or work training sessions. Corequisite: SPEDS 7951. [3]

SPEDS7500 - Special Topics in Severe Disabilities**Catalog Description**

Explores special issues or topics related to Severe Disabilities. May be repeated for credit with change of topic. [1-3]

SPEDS7600 - Teaching Reading to Students with Severe Disabilities
Catalog Description

This course will present empirically validated instructional procedures to address the academic deficits of students with severe disabilities across principal domains of reading instruction including oral language, concepts of print, phonological awareness, phonics, vocabulary, comprehension, writing, and content area literacy. Includes integration of explicit teaching procedures, direct instruction, and instructional design principles that apply to a range of academic domains. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Students will apply their skills in classroom settings. [3]

SPEDS7700 - Characteristics of Students with Low Incidence Disabilities
Catalog Description

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]

SPEDS7951 - Fieldwork in Autism, Intellectual, and Multiple Disabilities
Catalog Description

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]

SPEDS7953 - Advanced Fieldwork in Autism, Intellectual, and Multiple Disabilities
Catalog Description

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. [3]

SPEDS7954 - Fieldwork in Severe Disabilities
Catalog Description

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: SPED 7100 and 7250. [1-3]

SPEDS7960 - Readings and Research in Severe Disabilities
Catalog Description

Individual programs of reading or research in Severe Disabilities. May be repeated. Consent of instructor required. [1-3]

SPEDS7991 - Extended Student Teaching for Graduate Students in Severe Disabilities
Catalog Description

Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDS 7951 and permission of department. A \$300.00 Teacher Performance Assessment fee is associated with this course. [6]

SPEDV7100 - Medical and Educational Implications of Visual Impairments**Catalog Description**

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]

SPEDV7150 - Introduction to Students with Visual Impairments and Deafblindness**Catalog Description**

Students with visual impairments, including blindness, low vision, and deafblindness, represent a diverse population. This course provides an introductory overview on individuals with visual impairments including issues and trends around their education and development from early childhood through young adulthood. Students in the class will learn how to collaborate on multidisciplinary teams to support students with visual impairments across learning environments. Considerations for creating accessible assessments, instruction, and interventions for students with visual impairments, including students with additional disabilities, will be examined. At the end of this course, students will have a solid understanding of supports and special considerations for students with visual impairments and deafblindness. [3]

SPEDV7200 - Issues & Trends for Teaching Students with Visual Impairments**Catalog Description**

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]

SPEDV7300 - Braille Reading and Writing**Catalog Description**

This course is an introduction to literary braille code (Unified English Braille) and braille codes for mathematics. Students will learn to read and write braille. This course is specifically designed for future teachers of students with visual impairments. Consent of instructor required. [1]

SPEDV7400 - Communication and Literacy Skills for Students with Visual Impairments**Catalog Description**

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]

SPEDV7600 - Educational Access and Collaboration for Students with Visual Impairments
Catalog Description

Strategies for providing access to the educational curriculum and visual environment for students with visual impairments and embedding instruction in the expanded core curriculum in classroom learning. Emphasis on multidisciplinary collaboration between teachers of students with visual impairments and families, classroom teachers, related service providers, school staff, and community service providers. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV7700 - Orientation and Mobility for Teachers of Students with Visual Impairments
Catalog Description

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]

SPEDV7800 - Characteristics and Instruction for Students with Multiple Disabilities, Including Deafblindness
Catalog Description

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]

SPEDV7900 - Teaching Braille
Catalog Description

This course focuses on strategies for teaching braille to students with visual impairments, methods of braille production, and an introduction to advance braille codes teachers of students with visual impairments need to be familiar with. Students will read, write, and proofread braille; observe teachers as they teach braille codes to students with visual impairments; and acquire technology skills required to teach and produce braille to students with visual impairments. Prerequisite: SPEDV 7300 or consent of the instructor. [3]

SPEDV7951 - Field Work in Visual Impairment
Catalog Description

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]

SPEDV7952 - Advanced Fieldwork Foundations in Visual Disabilities
Catalog Description

This class is the first of two classes for students in the working professional visual disabilities tracks who are completing Advanced Fieldwork requirements across two semesters. [1]

SPEDV7953 - Advanced Field Work in Visual Impairment
Catalog Description

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. [3]

SPEDV7960 - Readings and Research in Visual Impairment
Catalog Description

Individual programs of reading or research in Visual Impairment. May be repeated. Consent of instructor required. [1-3]

SPEDV7991 - Extended Student Teaching for Graduate Students
Catalog Description

Graduate student teaching, observation, participation, and full day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite: SPEDV 7951 and permission of department. A \$300.00 Teacher Performance Assessment fee is associated with this course. [6]

World Languages

WLED6370 - Teaching World Languages in K-12 Schools
Catalog Description

This course provides students with an opportunity to examine the theoretical and pedagogical relationships that exist in the teaching of world languages. Students in this course will learn about approaches to teaching that are guided by empirically informed research in the language education field that lends focus to how educators support students in K-12 settings as they embark on language learning journeys and exploration. This requires the development of a nuanced and careful understanding of the language learning and acquisition process as well as the cultivation of intercultural competence that attends to issues of equity and social justice in the world language classroom. Students will consider the perspectives and resources necessary for developing a meaningful teaching practice through reflective inquiry and a deepening capacity for designing learning experiences. Reading assignments and class discussions will help students explore concepts and practices that constitute thoughtful, purpose driven, and empirically informed teaching with student thinking positioned as a central resource in the classroom. [3]

WLED6371 - Practicum in Teaching World Languages in K-12 Schools
Catalog Description

This course provides opportunities to observe, participate and teach in K-12 world language school settings. It is taken simultaneously with WLED 6370 where connections will be made between the content of the two courses. The WLED 6371 practicum progressively involves students in the culture of a school, the individual classroom, and teaching. Activities are specifically designed to bring attention to the overlap between the courses and focus on developing capacities to contribute to the contexts of school and classrooms in which you are working. The trajectory of this work includes creating activities and lessons, implementing some of those plans and ideas and ultimately reflecting on teaching and field observations. This course serves as a rich site for discussion and connection of developing pedagogy and practices. [3]

WLED7973 - Internship Seminar: Teaching World Languages in K-12 Schools
Catalog Description

Co-requisite: EDUC 7972 [3]

Academic Programs

Human & Organizational Development

Community Development and Action (M.Ed.)

Catalog Text

The master of education Program in Community Development and Action (CDA) is designed for those who desire theoretically grounded practical education 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 program evaluator. Some CDA graduates pursue doctoral study. The practicum occurs 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 REQUIRED CORE COURSES

15 credit hours

HOD 6100 Master's ProSeminar: Becoming a Change Agent [3]

HOD 6210 Community Inquiry [3]

HOD 7210 Community Development Theory [3]

HOD 6600 Pre-Practicum for Community Practice [3]

ONE HOD Diversity Course [3] such as:

HOD 6500 Diverse Populations [3]

HOD 7500 Race, Space & Environmental Justice [3]

HOD 7600 Global Dimensions of Community Development [3]

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

COMMUNITY DEVELOPMENT AND ACTION ELECTIVE COURSES

minimum *15 credit hours*

HOD 6200 Program Evaluation [3]

HOD 6300 Action Research [3]

HOD 6420 Non-Profit Management and Strategy [3]

HOD 7100 Community Health Theory & Practice [3]

HOD 7120 Human Development and Prevention Science [3]

HOD 7300 Ethics of Community Research and Action [3]

HOD 7400 Community Intervention and Change [3]

ELECTIVE COURSES up to *6 hours*

Selection of elective courses made in consultation with program adviser. All elective courses must be master's-level courses or higher and must have clear connections to the CDA program.

*****TOTAL MINIMUM HOURS: 30 hours*****

In addition to the 30 hours of course work, each student must complete: 1) a practicum experience that intersects their coursework and 2) a thesis or project.

Counseling Studies (M.Ed.)

Catalog Text

The *Counseling Studies M.Ed.* at Vanderbilt University's Peabody College is a 36-credit hour, two-year, non-licensure track graduate program designed for students interested in gaining advanced knowledge in counseling theories, human development, and interpersonal skills without pursuing professional licensure as a counselor in the U.S.

36 credit hours

Required Course Work (30 hours)

HDC 6010 - Theories of Counseling (3)

HDC 6130 - Developmental Counseling Psychology (3)

HDS 6510 - Human Relationship Skills and Techniques (3)

HDS 6530 - Group Work Leadership (3)

HDS 7810- Research in Human Development (3)

HOD 7500 - Ethics for Human Development Professionals (Special Topics) (3)

HDC 6110 - Appraisal and Assessment (3)

HOD 6200- Program Evaluation (3)

HDC 6100- Career Development (30)

HDC 6150- Counseling Diverse Populations (3)

6 hours of Electives based on the student's professional goals and interests. Electives will be approved by your Program Director.

Human Development Counseling (M.Ed.)

Catalog Text

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 or both of two tracks: clinical mental health counseling, school counseling K-12, or a dual program meeting all the degree requirements for both tracks.

The M.Ed. is designed to provide a strong theoretical and experiential base for professionals in human service settings. The length of program varies by track selection: clinical mental health counseling requires 60 total minimum hours, school counseling requires 60 total minimum hours, and the dual track option requires 66 total minimum hours.

Accreditation

The clinical mental health counseling program and school counseling programs are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The accreditation runs through March 31, 2030. The school counseling program is 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

Graduates of the Human Development Counseling (HDC) program are eligible for a variety of professional credentials depending on their program track and state licensure requirements:

- Clinical Mental Health Counseling Track: Graduates meet the educational requirements to apply for licensure as a Licensed Professional Counselor - Mental Health Service Provider (LPC-MHSP) in Tennessee and many other states. Additional post-graduate supervised experience and a passing score on the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE) are typically required for licensure.
- School Counseling Track: Graduates are eligible for licensure as a School Counselor in the state of Tennessee upon successful completion of all coursework and practicum/internship requirements. Out-of-state students should consult their state's licensure requirements.
- Dual Track (School and Clinical Mental Health Counseling): Graduates meet the educational requirements for both school counselor licensure and LPC-MHSP licensure in Tennessee. This track prepares students for flexible careers across school and clinical settings.

In addition, graduates of all tracks are typically eligible to pursue recognition as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC), contingent on passing the NCE and demonstrating supervised experience.

This program does not meet the educational requirements for licensure as a psychologist. Students interested in clinical psychology licensure or psychologist credentials should apply to programs accredited by the American Psychological Association (APA).

Human Development Counseling Tracks

Clinical Mental Health Counseling, School Counseling, Clinical Mental Health Counseling/School Counseling Dual Track

Clinical Mental Health Counseling Track

The Clinical Mental Health Counseling (CMHC) track prepares students for professional counseling roles in a variety of behavioral health settings, including community mental health centers, hospitals, drug and alcohol treatment facilities, residential programs, schools, group homes, private practices, and other nonprofit organizations. Graduates are trained to work with individuals, couples, families, and groups across the lifespan.

The 60-semester-hour program includes 51 hours of required coursework and 9 hours of electives, allowing students to tailor their studies to specific areas of interest or populations. A three-semester clinical internship in a community setting is a core component of the curriculum, providing intensive, hands-on experience in the field. Internship placements are selected in collaboration with the Clinical Internship Coordinator to align with each student's career goals and areas of interest.

The CMHC track fulfills the educational requirements for licensure as a Licensed Professional Counselor - Mental Health Service Provider (LPC-MHSP) in Tennessee. Graduates are also typically eligible to pursue licensure in other states, though additional post-graduate requirements may apply. Upon completion of the program, students are also eligible to apply for recognition as a National Certified Counselor (NCC), pending completion of the national counselor exam and supervisor requirements.

In addition to clinical careers, many graduates continue on to doctoral-level study in counselor education, counseling psychology, or related fields.

School Counseling Track

The School Counseling track prepares graduate students for licensure and professional practice as K-12 Professional School Counselors. This track is designed to equip counselors to meet students' academic, career, and social-emotional needs in alignment with the American School Counselor Association (ASCA) National Model. The curriculum emphasizes the development of comprehensive school counseling programs grounded in equity, data-driven decision making, and culturally responsive practices.

This 60-semester-hour program includes 51 hours of required coursework and 9 hours of electives, providing flexibility for students to explore areas of interest or specialization. The training sequence includes a semester-long practicum followed by a full academic year of internship in a school setting. Internship placements are coordinated in collaboration with faculty to ensure alignment with students' goals and state licensure requirements.

Graduates of this track meet all academic and experiential requirements for licensure as a Professional School Counselor in the state of Tennessee. Those seeking licensure in other states are encouraged to review specific state licensure requirements in advance. The program also provides a strong foundation for graduates who wish to pursue doctoral study in counselor education or related fields.

Dual Track

The dual track option in Human Development Counseling offers students the opportunity to complete the academic and fieldwork requirements for both the Clinical Mental Health Counseling (CMHC) and School Counseling tracks. This integrated pathway is designed for students seeking maximum flexibility in their future careers, allowing them to pursue licensure and employment in both school and community-based counseling settings.

Students in the dual track complete a rigorous 66-semester-hour curriculum that combines the required coursework and supervised field experiences of both individual tracks. This includes both school and clinical internship placements: two semesters in a clinical mental health setting and three semesters in a K-12 school setting. Although no elective credits are included in this plan of study, the dual track provides a comprehensive, interdisciplinary foundation that spans the full developmental and systemic scope of the counseling profession.

Graduates of the dual track meet the educational and experiential requirements for licensure as a Professional School Counselor and as a Licensed Professional Counselor - Mental Health Service Provider (LPC-MHSP) in Tennessee. They are also eligible to pursue National Certified Counselor (NCC) status and apply for licensure in other states, depending on individual state regulations.

This track is ideal for students with diverse counseling interests who wish to broaden their impact across both educational and mental health systems. While the workload is intensive, the dual licensure pathway significantly expands career opportunities and provides a robust foundation for future doctoral study or advanced specialization.

HUMAN DEVELOPMENT COUNSELING CURRICULUM

The Human Development Counseling program at Vanderbilt University prepared students for professional counseling careers through three specialized track options:

- Clinical Mental Health Counseling (CMHC)
- School Counseling (SC)
- Dual Track (CMHC + SC)

All students complete a shared set of core counseling courses, track-specific coursework, and supervised field experiences. Students in the CMHC and SC tracks complete a minimum of 60 credit hours, while Dual Track students complete 66 credit hours to meet licensure requirements in both school and clinical mental health settings.

I. Core Counseling Curriculum (33 credit hours)

The following courses are required for all students, regardless of track:

- HDC 6010 - Theories of Counseling (3)
- HDC 6100 - Career Development (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 Counseling (3)
- HDC 6330 - Counseling Skills and Techniques (3)
- HDC 7810 - Research in Counseling (3)
- HDC 6360 - Counseling for Loss, Trauma, and Crisis (3)
- HDS 6340 - Addictions and the Human Service Professional (3)

II. Field Experience Requirements (9 credit hours)

All students engage in intensive field training tailored to their selected track. Field experience includes one practicum (Internship I) and two or more semesters of internship (Internships II & III), supervised by qualified faculty and site supervisors.

Clinical Mental Health Counseling Track:

- HDC 7950 - Internship in CMHC I (3)
- HDC 7980 - Internship in CMHC II (3)
- HDC 7983 - Internship in CMHC III (3)

School Counseling Track:

- HDC 7951 - Internship in School Counseling I (3)
- HDC 7981 - Internship in School Counseling II (3)
- HDC 7982 - Internship in School Counseling III (3)

Dual Track:

- Students must complete internship placements in both school and clinical mental health settings.

III. Specialty Coursework by Track (18 credit hours)

Clinical Mental Health Counseling Track:

- HDC 6400 - Foundations of Clinical Mental Health Counseling (3)
- HDC 6430 - Diagnosis and Treatment Using the DSM (3)
- HDC 6440 - Advanced Developmental Counseling (3)
- plus 3 elective courses (see section IV)

School Counseling Track:

- HDC 6200 - Foundations of Professional School Counseling and Guidance (3)
- HDC 6900 - Evidence-based, Advanced Counseling Techniques (3)
- HDC 6230 - Exceptional Education and the DSM for School Counselors (3)

Dual Track:

- Students complete all specialty coursework for both CMHC and SC tracks
- No electives required due to full curriculum load
- Total: 66 credit hours

IV. Electives (9 credit hours - CMHC and SC Tracks only)

Students in the CMHC and SC tracks choose 9 credit hours of electives based on their professional goals and interests.

Sample elective offerings include:

- HDC 6310 - Developmental Approach to Personal Loss and Grief (3)
- HDC 6320 - Theories and Techniques of Counseling with Children and Adolescents (3)
- HDC 6410 - Couples and Family Counseling (3)
- HDC 7500 - Human Sexuality and Intervention (Special Topics) (3)
- HDC 7500 - Fundamentals of Clinical Supervision (Special Topics) (3)
- HDC 6900 - Evidence-Based, Advanced Counseling Techniques (3) (if not already counted toward track requirements)

Total Credit Hours Required

- 60 credit hours - Clinical Mental Health Counseling Track
- 60 credit hours - School Counseling Track
- 66 credit hours - Dual Track

Human Development Studies (M.Ed.)

Human Development Studies (M.Ed.) - Dietitian/Nutritionist

Formal Description

The M.Ed. in Human Development Studies, Dietitian-Nutritionist Specialization prepares graduates to influence change as dietitian-nutritionists in a variety of settings including clinical, public health, business, food systems, advocacy, education, and research settings. For those interested in furthering their education, it also prepares graduates for doctoral programs. The dietitian-nutritionist specialization is in partnership with the Dietetic Internship Program at Vanderbilt University Medical Center (VUMC). Graduates will be eligible to take the credentialing exam for Registered Dietitian Nutritionists. The Dietetic Internship Program and the 30-credit hour M.Ed. Program are completed at the same time and applicants must be selected to both programs. The master's program emphasizes development of exceptional professional communication skills and application of principles of human development, ethics, and multicultural competence across the lifespan. This emphasis is reflected in VUMC's missions of personalizing the patient experience. 30 required minimum hours Possible courses: HDS 7980 Dietetic Internship I: Disease Management HDS 7981 Dietetic Internship II: Health Promotion HDS 6520 Wellness and Stress Management HDS 6510 Human Relationship Skills and Techniques HDS 6500 Ethical and Multicultural Issues in Human Development HDS 6130 Lifespan Development HDS 6530 Group Work Leadership HDS 7810 Research in Human Development HDS 7982 Capstone: Dietitian/Nutritionist

Organizational Development for Social Innovation (M.Ed.)

Catalog Text

The STEM-designated Organizational Development for Social Innovation M.Ed. (ODSI) is designed for individuals who aspire to lead mission-driven organizations and drive meaningful, lasting change. This interdisciplinary program prepares visionary changemakers who can apply leadership, systems thinking, and entrepreneurial approaches to tackle complex societal challenges. Students in the ODSI program explore how to create sustainable impact through innovative processes, services, and program design.

This 30-credit-hour program is intended to be completed in one year.

ORGANIZATIONAL DEVELOPMENT FOR SOCIAL INNOVATION REQUIRED CORE COURSES

15 credit hours

- HOD 6100: Master's Proseminar: Becoming a Change Agent [3]
- HDS 6130: Lifespan Development [3]
- HOD 6200: Program Evaluation [3]
- HDS 7810: Research in Human Development [3]
- HOD 7500: Special Topics - Building a Design Driven Culture [3]

ORGANIZATIONAL DEVELOPMENT FOR SOCIAL INNOVATION ELECTIVE COURSES

minimum 15 credit hours

HOD 6420 Non-Profit Management and Strategy [3]

HOD 7500: Special Topics - Advanced Organizational Theory [3]

HOD-7160: Applied Data Analysis / Visualizing Social Impact [3]

HOD 7500: Special Topics - Alternative Forms of Work and Organizations [3]

HOD-7500: Special Topics: Positive Youth Development [3]

LOP-6260: Executive Coaching [3]

With permission of the ODSI program director, 6 of the 15 elective hours may be taken outside of the Human Development and Organization department. All elective courses must be 5000-level courses or above and must have strong connections to the ODSI program.

TOTAL MINIMUM HOURS: 30 hours

In addition to the 30 hours of course work, each student must complete must also successfully complete a comprehensive examination taken in the last semester of the program.

Social Impact Design & Evaluation (Certificate)

Catalog Text

Students will explore the value of analyzing social context and engaging care holders in the design and evaluation of social impact initiatives, while also developing tools to effectively design and implement these processes. They will gain and apply technical competencies such as designing multi-level interventions, constructing appropriate study designs, collecting and managing data, conducting analyses, and visualizing and using data to inform decision-making. In addition, students will build tactical skills including relationship development and maintenance, navigating conflict, problem setting, advocacy, and storytelling. Throughout, all aspects of social impact design and evaluation will be grounded in principles and practices that promote justice and pursue wellbeing for all.

Required courses (9 credit hours):

- 1 of the following courses: HOD 6200, PUBH 5571, LOP 6150, or EDP 7880
- HOD 7160 Applied Data Analysis and Visualization for Social Impact
- HOD 7500: Social Impact Design & Evaluation Project Implementation **OR** Project Pyramid (MGT 6429, 6552, 6554)

One Elective course:

HOD 6300- Action Research

HOD 6420- Nonprofit Management and Strategy in Community Organizations

HOD 7120- Human Development and Prevention Science

HOD 7400- Community Intervention and Change

HOD 7600- Global Dimensions of Community Development

HOD 8100- Theories of Inequality, Diversity, and Social Justice

HOD 8130- Public Policy and Advocacy

LLO 8130- Organizational Theory and Behavior

LLO 8140- Strategy and Analytics or LOP 6130- Strategy and Analytics I

LOP 6240- Leading and Facilitating Groups

LOP 6320- Prosocial Leadership

Leadership, Policy and Organizations

Early Childhood Policy (Certificate)

Catalog Text

Upon completion of the certificate, students will be able to communicate effectively with policymakers about the importance of early childhood education initiatives at the local, state, and federal levels. They will also be equipped to advocate for research-backed early childhood education initiatives and programs. Additionally, students will be able to translate early childhood education research into practice in a way that is accessible and understandable to practitioners in the policy arena.

- Foundations of Early Childhood Policy

Three additional elective courses may be chosen from the partial list below:

- ENED7320 Untapped Potential: The Power of Books for Fostering Language and Thinking
- EDUC8200 Foundations of Learning and Development
- EDUC6400 Literacy Development
- EDUC6460 Language, Education and Diversity
- EDUC6090 Integrated Early Childhood Curriculum
- SPEDE7800 Speech and Language for Young Learners
- SPEDE7400 Instruction for Young Learners
- SPEDE7450 Screening and Assessment for Young Learners
- SPEDE7100 Collaborating with Families of Young Children

Education Policy (M.P.P.)

Catalog Text

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 portfolio of policy-related writing products 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 6220. Urban Education and Social Policy [3]

EDP 6130. American Education History and Policy [3]

EDP 6140. Economics of Education [3]

Students concentrating in higher education policy should substitute the following for the course listed next to it:

HEA 6040. State and Federal Government in Higher Education [3] (can substitute for EDP 6120)

METHODS 9 hours

LPO 6150. Education Policy and Program Evaluation [3]

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

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

POLICY ELECTIVES 12 hours

EDP 6210. Teacher Policy [3]

ELP 8210. Resource Allocation and Deployment [3]

ELP 8220. Educational Accountability and Assessment [3]

HEA 6010. College and University Management [3]

HEA 6310. College and University Finance [3]

HLP 8220. Public Policy and Higher Education [3]

IEPM 6120. International K-12 Education Policy [3]

IEPM 6130. Comparative Issues in Higher Education [3]

IEPM 6140. Education Policy and Global Human Development [3]

LPO 7200. Grants Policy and Administration [3]

Or other elective courses selected in consultation with program adviser

Applied Experience 0 hours / Practicum Portfolio 3 hours

LPO 7950. Applied Experience [0]

LPO 7990. Practicum Portfolio [3]

TOTAL MINIMUM HOURS: 36 hours

Degree Requirements for Quantitative Methods Concentration POLICY CORE *9 hours*

EDP 6110. Politics of Policymaking [3]

EDP 6130. American Education History and Policy [3] EDP 6140. Economics of Education [3]

Students concentrating in higher education policy should substitute the following for the course listed next to it:

HEA 6040: State and Federal Government in Higher Education [3] (can substitute for EDP 6120)

METHODS 15 hours

LPO 7810. Causal Inference

LPO 8810. Research Design and Methods of Education Policy LPO 8851. Regression I

LPO 8852. Regression II IPSY-GS 8861. Statistical Inference

POLICY ELECTIVES 9 hours

EDP 6210. Teacher Policy [3]

EDP 6220. Urban Education and Social Policy [3] ELP 8210. Resource Allocation and Deployment [3]

ELP 8220. Educational Accountability and Assessment [3]

HEA 6010. College and University Management [3] HEA 6310. College and University Finance [3] HLP 8220. Public Policy and Higher Education [3]

IEPM 6120. International K-12 Education Policy [3] IEPM 6130. Comparative Issues in Higher Education [3]

IEPM 6140. Education Policy and Global Human Development [3] LPO 7200. Grants Policy and Administration [3]

Or other elective courses selected in consultation with program adviser

Applied Experience 0 hours / Practicum Portfolio 3 hours

LPO 7950. Applied Experience [0]

LPO 7990: Practicum Portfolio [3]

TOTAL MINIMUM HOURS: *36 hours*

Educational Leadership and Policy (Ed.D.)

Catalog Text

The 84-hour Ed.D. Program in Educational Leadership and Policy prepares 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 organizations, school improvement, resource allocation and deployment, and analytic data tools among other course work. The Ed.D. program culminates in a capstone experience during the third and final year of 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.

Degree Requirements DOCTORAL CORE *15 hours*

EHLP 8110. Advanced Leadership Theory and Behavior [3]

EHLP 8120. Organizing for Continuous Improvement and Learning [3]

EHLP 8130. Advanced Organizational Theory and Behavior [3]

EHLP 8140. Social Context of Education [3]

EHLP 8260. Exploring the Foundations of Systemic (In)Equity in American Education [3]

METHODS CORE *12 hours*

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

EHLP 8851. Decision Analysis II—Quantitative [3]

EHLP 8820. Decision Analysis III—Qualitative [3]

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

SPECIALTY COURSES *21 hours*

ELP 8150. Leadership for School Improvement [3]

ELP 8210. Resource Allocation and Deployment [3]

ELP 8220. Educational Accountability and Student Assessment [3]

ELP 8230. Politics and Governance in Education [3]

ELP 9330. Teachers and Teaching [3]

EHLP 8240. Education Law [3]

ELP 9500. Seminar in Educational Leadership and Policy: Diverse Learners [3]

CAPSTONE *6 hours*

EHLP 9992. Capstone Project Seminar [6]

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

Higher Education Administration (M.Ed.)

Catalog Text

The Higher Education Administration program is designed to prepare students to become leaders within the contemporary higher education system in the U.S. This includes professional roles in academia, state or federal education agencies, consulting firms or related non-profit organizations. The program's aim is to prepare students to be professionals who can utilize theoretical perspectives, an understanding of research, and knowledge of data analysis to inform program, and policy decision-making. All students in the higher education administration program must complete a minimum of 36 hours of course work and pass a comprehensive exam.

Degree Requirements HIGHER EDUCATION CORE *12 hours*

HEA 6010. College and University Management [3]

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

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

HEA 6520. Theories of Student Affairs [3]

METHODS CORE *9 hours*

LPO 6150. Program and Policy Evaluation [3]

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

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

PRACTICUM *3 hours*

LPO 7990. Leadership, Policy, and Organizations Practicum Portfolio [3]

ELECTIVES *12 hours*

Electives can be chosen across courses within the program, department, college, and university.

TOTAL MINIMUM HOURS: *36 hours*

Higher Education Leadership and Policy (Ed.D.)

Catalog Text

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 and 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 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 DOCTORAL CORE *15 hours*

EHLP 8110. Advanced Leadership Theory and Behavior [3]

EHLP 8120. Organizing for Continuous Improvement and Learning [3]

EHLP 8130. Advanced Organizational Theory and Behavior [3]

EHLP 8140. Social Context of Education [3]

EHLP 8260. Exploring the Foundations of Systemic (In)Equity in American Education [3]

METHODS CORE *12 hours*

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

EHLP 8851. Decision Analysis II—Quantitative [3]

EHLP 8820. Decision Analysis III—Qualitative [3]

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

SPECIALTY COURSES *21 hours*

HLP 8210. Advanced College and University Management [3]

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

HLP 8240. The College Student: Advanced [3]

HLP 8250. Advanced Post-secondary Access [3]

HLP 9310. College and University Finance [3]

EHLP 8240. Education Law [3]

EHLP 9500. Seminar in Educational Leadership and Policy [3]

CAPSTONE *6 hours*

EHLP 9992. Capstone Project Seminar [6]

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

Independent School Leadership (M.Ed.)

Catalog Text

The Independent School Leadership program is a 15-month program of advanced study for emerging and advanced leaders of independent pre-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 cohort-based program of study and practice that is purposefully designed for the realities of independent school leadership. This 30-hour program includes both online (synchronous and asynchronous) and in-person course work, including two 8-day summer residencies on the Peabody campus. In addition to course work, all students complete a year-long school-based action research project.

Degree Requirements *YEAR 1—Summer 7 hours*

ISL 6110 Leadership and Learning in Independent Schools [3]

ISL 6150 Ambitious Teaching and Learning [1] in residence

ISL 6170 Intercultural Competency and Diversity Awareness [1]. in residence

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

ISL 6160 Strategic Enrollment Management [1]. in residence

Fall 7 hours

ISL 6115 Systematic Inquiry in Independent Schools [3]. online

ISL 6140 Institutional Advancement in Independent Schools [3]

ISL 6940 Site-based Action Research in Independent Schools [1]

Spring 7 hours

ISL 7220 Organizational and Human Capital Development [3]. online

ISL 7240 Innovations in Learning [3]. online

ISL 6940 Site-based Action Research in Independent Schools [1]. in residence

YEAR 2—Summer 9 hours

ISL 7260 Independent School Governance [3]. online

ISL 7210 Fiscal and Legal Dimensions of Independent Schools. [2]. in residence

ISL 7230 Socio-Emotional Learning and Well-being [1]. in residence

ISL 7270 A Career in Independent School Leadership [1]. in residence

ISL 6940 Site-based Action Research in Independent Schools [1]. in residence

International Education Policy and Management (M.Ed.)

Catalog Text

The master's in International Education Policy and Management (IEPM) focuses on the essential principles and techniques for understanding and improving education policy and organizational management in diverse sociocultural settings. IEPM core and elective courses provide students with knowledge and skills in educational theories, research design, data analysis, and evaluation that enhance program performance and impact. Through opportunities such as the practicum to apply such skills, IEPM graduates are prepared to advance the positive role of education in economic growth, social cohesion, global health, and other dimensions of human development around the world.

Degree Requirements INTERNATIONAL EDUCATION POLICY AND MANAGEMENT CORE *12 hours*

(Choose 4 from the following 5 courses)

IEPM 6110. International Organizations and Economic Development [3]

IEPM 6120. International K-12 Education Policy [3]

IEPM 6130. Comparative Issues in Higher Education [3]

IEPM 6140. Education Policy and Global Human Development [3]

IEPM 6150. Education Policy in Low- and Mid-Income Countries [3]

METHODS 6 hours

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

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

PRACTICUM 0-9 hours

LPO 7950. Applied Experience [0, 3 or 6 in consultation with the academic advisor]

LPO 7990. Leadership, Policy, and Organizations Practicum Portfolio [3]

ELECTIVES 9-15 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. Education in the Asia-Pacific Region: 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 from Peabody College or other Vanderbilt schools in consultation with the academic adviser.

TOTAL MINIMUM HOURS: 36 hours

Leadership and Learning in Organizations (Ed.D.)

Catalog Text

The 84-hour Ed.D. Program in Leadership and Learning in Organizations is an innovative digital learning education doctorate program that equips practitioners with the content knowledge and analytical skills to improve organizational effectiveness. Through a three-year curriculum that combines asynchronous and synchronous weekly class sessions, three on-campus convenings, and a culminating doctoral capstone project, the program offers students the knowledge, conceptual understanding, and data analytic skills to solve multifaceted problems of practice and to lead learning and organizational improvement in diverse professional contexts. The program centers on three domains of knowledge— leadership and organizational development, data and analytics, and learning and design—and is targeted to aspiring or practicing leaders working in a range of organizational settings. The program is designed for working professionals, and all requirements may be completed in three years.

Degree Requirements LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT STRAND

LLO 8110 Leadership and Learning in Organizations

LLO 8130 Organization Theory and Behavior

LLO 8220 Responsible Leadership: Conceptualizing the Ethics of Leadership for a Democratic Context

LLO 8240 Public Policy and Administration

LLO 8250 Designing Inquiry and Leading Improvement

LLO 9110 Economics of Human Resources

LLO 9120 Leading Inclusive Organizations

DATA AND ANALYTICS STRAND

LLO 8140 Strategy and Analytics

LLO 8150 Research Design

LLO 8180 Applied Statistics

LLO 8190 Qualitative Modes of Inquiry

LLO 8200 Introduction to Data Science

LLO 8230 Program Evaluation

LEARNING AND DESIGN STRAND

LLO 8160 Psychological Perspectives on Learning

LLO 8170 Learning and Design in Context

LLO 8210 Design for Learning in Communities

CAPSTONE

LLO 8900 Capstone Seminar I

FINAL ASSESSMENT

LLO 8910 Capstone Seminar II

TRANSFER OF CREDIT

30 hours of credit

Leadership and Organizational Performance (M.Ed.)

Catalog Text

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 30 hours of course work, including an applied experience plus the creation of a professional white paper for the edification of an industry sector or the leadership within a particular sector.

Degree Requirements LEADERSHIP AND ORGANIZATIONAL PERFORMANCE CORE *21 hours and 9 hours of electives*

Core (required) courses [21]

LOP 6120. Learning Organizations [3]

LOP 6130. Strategy and Analytics I [3]

LOP 6150. Evaluation of Organizational Performance [3]

LOP 6100. Advanced Leadership Theory & Practice [3]

LOP 6240. Leading and Designing Teams [3]

LOP 6260. Executive Coaching [3]

LPO 7990. Applied Experience [3]

ELECTIVES [9]

To complete 9 hours of electives, students can select from the LOP course options below. They can also take up to 6 hours of electives at other VU schools.

LOP 6220. Consultation Skills [3]

LOP 6230. Organizational Development [3]

LOP 6240. Leading and Designing Teams [3]

LOP 6290. Talent Management [3]

LOP 7500. Collaboration & Influence Strategy [3]

LOP 6310. Strategic Workforce Planning [3]

LOP 7980. Internship in Leadership and Organizational Performance [0-3]

INTERNSHIP/CAPSTONE [0]

Required for students with less than 5 years consecutive work experience

TOTAL MINIMUM HOURS: *30 hours*

Psychology and Human Development

Child Studies (M.Ed.)

Catalog Text

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 course work, 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 course work 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 clinical and developmental 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 clinical and developmental 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 7950. Child Development Practicum: Applied Professional [6]

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 clinical and developmental 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: Clinical and Developmental 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).

The Child Studies Early Start Master's program provides an opportunity for current Vanderbilt undergraduate students to begin graduate courses before completing their bachelor's degree. Vanderbilt students apply to the program in the fall of their junior year and, upon admission, may consult with their Child Studies M.Ed. program advisor to select and enroll in a maximum of 6 graduate credit hours that can count as dual credit towards both the bachelor's and the master's degree simultaneously.

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.

REQUIRED COURSES* 15 hours

EDUC 6460 Language, Education and Diversity [3]

HOD 7120 Human Development and Prevention Science [3] or

HOD 7500 Special Topics: Positive Youth Development [3]

PSY-PC 7500 Development in Context: The Effects of Poverty [3]

PSY-GS 8440 Biological Aspects of Behavior [3]

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

*Relevant courses may be substituted with advisor approval.

Pediatric Psychosocial Care (Certificate)

Catalog Text

Pediatric patients with special healthcare needs and their families experience a range of challenges in navigating various contexts of development. Data suggest that the majority of professionals whose role it is to support children's success in academic settings and to foster psychosocial and physical well-being in children and youth are ill prepared to meet the complex needs of this particularly vulnerable population. This certificate will prepare future youth-serving professionals with a unique set of research and practice skills to understand and respond to the psychosocial needs of children and families with special healthcare needs. Meeting these needs can lead to more positive healthcare encounters and improved behavioral, psychological and academic outcomes for the most vulnerable children and youth.

This certificate is best suited for future healthcare, education, advocacy, and youth-serving professionals, such as those working in education, special education, healthcare, counseling, applied behavior analysis, severe disabilities, or child and family advocacy.

Required Courses

- PSY-PC 7210- The Hospitalized Child
- PSY-PC 7220-Pediatric Research Design
- PSY-PC 7230-Play-Based Intervention
- PSY-PC 7500- Death, Grief, and Loss (Special Topics)

Quantitative Methods (M.Ed.)

Catalog Text

The Master of Education (M.Ed.) program in Quantitative Methods is designed to provide students with strong quantitative methods training for applied research settings. Students for whom the 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. and those who seek to acquire strong quantitative skills before applying to a Ph.D. program in an applied or quantitative field.

Students in this 33-credit hour program take three required core courses in quantitative methods (9 hours), one required credit hour of seminar activity, two credit hours of internship, and seven additional courses (21 hours), 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.

The Quantitative Methods M.Ed. has an Early Start Master's Program available to Vanderbilt undergraduates. This 5-year program allows undergraduate students to begin working on the master's degree while finishing undergraduate requirements. Students must complete all program requirements. It is recommended that students complete at least 12 hours of quantitative methods coursework prior to completing the bachelor's degree. A maximum of 3 hours can be counted as dual credit for both the master's and bachelor's degrees. Undergraduate students who are interested should apply during the fall or spring of their third year.

Degree Requirements THREE REQUIRED QM COURSES *9 hours*

PSY-GS 8861. Statistical Inference [3]

PSY-GS 8870. Correlation and Regression [3]

PSY-GS 8878. Statistical Consulting Integrating AI [3]

REQUIRED SEMINAR ENROLLMENTS *1 hour*

Students attend the QM colloquium series PSY-GS 8855 semesterly and enroll for one hour in their final semester

REQUIRED INTERNSHIP *2 hours*

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. Enrollment in 2 credit hours for the internship is required. A Vanderbilt faculty member and a representative of the organization will collaborate to supervise the internship. Upon completion, the student will summarize research activity during the internship in the form of an oral presentation to the QM program and a written paper (a 2,000–2,500 word research summary that is approximately eight to ten double-spaced pages). The oral and written 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 written summary is submitted to a two-person QM faculty committee which includes the Vanderbilt QM faculty member supervising the student's internship.

ELECTIVE COURSES *21 hours*

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 seven electives, five must come from within the Psychology and Human Development QM curriculum (and six or seven can come from the QM curriculum), including:

PSY-GS 8751. Exploratory Data Analysis [3]

PSY-GS 8850. Advanced Topics in Measurement, Statistics, and Evaluation [3]

PSY-GS 8864. Analysis and Design of Experiments [3]

PSY-GS 8867. Multivariate Statistics for Data Science [3]

PSY-GS 8873. Structural Equation Modeling [3]

PSY-GS 8876. Psychological Measurement [3]

PSY-GS 8879. Factor Analysis [3]

PSY-GS 8880. Introduction to Item Response Theory [3]

PSY-GS 8881. Advanced Item Response Theory [3]

PSY-GS 8882. Multilevel Modeling [3]

PSY-GS 8885. Applied Latent Class and Mixture Modeling [3]

PSY-GS 8888. Latent Growth Curve Modeling [3]

TOTAL HOURS: 33

Special Education

Applied Behavior Analysis (M.Ed.)

Catalog Text

The M.Ed. program in Applied Behavior Analysis offers highly individualized preparation for students who have completed undergraduate programs and attained teacher licensure in special education. Students learn the philosophical underpinnings of behavior analysis, basic concepts and principles of behavior change, applications of these concepts and principles to develop behavior assessment and behavior change procedures, considerations for selecting and implementing interventions, training and supervising behavioral service providers, ethics for behavior analysts, measurement, data display, and data interpretation to evaluate effects of procedures on behavior, and experimental design commonly used in behavior analytic practice and research. Requirements include a sequence of courses and field experiences that meet individual student needs and career goals and overlap with Behavior Analyst Certification Board requirements. Coursework and fieldwork can qualify toward Behavior Analyst Certification Board credentialing and state licensure requirements (see Applied Behavior Analysis – Credentialing and Licensure). The M.Ed. program in Applied Behavior Analysis is a minimum of 30-31 credit hours.

Students develop competency in educational applications of behavior analysis through core applied behavior analysis coursework and have options to take electives in early childhood special education, high-incidence disabilities, severe disabilities, visual disabilities, and other areas of choice.

This program stresses field-based learning and experience, with opportunities to participate in supervised research, and includes two semesters of applied behavior analysis internship during which fieldwork hours toward credentialing requirements can be accrued. All students complete a capstone project (i.e., thesis or specialty project). Programs of study and capstone projects are planned in consultation with the student's faculty advisor.

Degree Requirements APPLIED BEHAVIOR ANALYSIS COURSEWORK

Core Courses [18]

*SPED 7400. Management Procedures for Academic and Social Behavior [3]

*SPED 7410. Personnel Supervision and Management in Applied Behavior Analysis [3]

*SPED 7430. Administering Ethical Behavior Analytic Services [3]

*SPED 7445. Theory in Behavior Analysis [3]

*SPED 8400. Experimental Analysis of Behavior [3]

*SPED 8810. Introduction to Single Case Research Methodology [3]

APPLIED BEHAVIOR ANALYSIS INTERNSHIP REQUIREMENT

SPED 7510. Applied Behavior Analysis Research Lab [0]

Students are required to participate in two semesters of applied behavior analysis internship. Each student will participate in a university-based internship during one internship semester, and internship with a community applied behavior analysis provider in the other internship semester. Internship semesters include 10 hours per week in the assigned placement (i.e., university or community) in combination with research assistant work and other qualifying field experiences.

Early Childhood Special Education Emphasis [15]

*SPED 7400. Instruction and Learning in Early Childhood Special Education [3]

SPED 7000. Education and Psychology of Exceptional Learners

SPEDE 7100. Collaborating with Families of Young Children

SPEDE 7610. Advanced Procedures in Classroom Management and Social Skills Instruction for Young Learners

SPEDE 7800. Speech and Language for Exceptional Learners

Customizable Emphasis [18]

1 Applied Behavior Analysis Elective Course [3; to be determined by student and adviser from list below]

*SPEDE 7400. Instruction and Learning in Early Childhood Special Education [3]

*SPEDS 7250. Methods of Instruction for Students with Severe and Multiple Disabilities [3] OR

*SPEDH 7600. Advanced Procedures in Classroom Management [3]

3 General Elective Courses [9]

Courses to be determined by student and adviser

High Incidence Disabilities Track [15]

SPED 7000. Education and Psychology for Exceptional Learners [3]

SPEDH 7100. Trends and Issues in Learning Disabilities or SPEDH 7200 Trends and Issues for Students with Behavior Disorders [3]

SPEDH 7350. Assessment for Students with Severe and Persistent Learning and Behavior Difficulties [3]

SPEDH 7410. Reading for Students with Severe and Persistent Learning and Behavior Difficulties [3]

*SPEDH 7600. Advanced Procedures in Classroom Management [3]

Severe Disabilities Track [16]

SPED 7000. Education and Psychology for Exceptional Learners [3]

SPEDS 7000. Issues in Family Intervention [3]

SPEDS 7100. Augmentative and Alternative Communication [3]

*SPEDS 7250. Methods of Instruction for Students with Autism, Intellectual, and Multiple Disabilities [3]

SPEDS 7951. Fieldwork in Autism, Intellectual, and Multiple Disabilities [1]

SPEDS 7700. Characteristics of Students with Autism, Intellectual, and Multiple Disabilities [3]

Visual Disabilities Track [15]

SPED 7000. Education and Psychology of Exceptional Learners [3]

*SPEDS 7250. Methods of Instruction for Students with Autism, Intellectual, and Multiple Disabilities [3]

SPEDV 7100. Medical and Education Implications of Visual Impairments [3]

SPEDV 7200. Issues and Trends for Teaching Students with Visual Impairments [3]

SPEDV 7700. Orientation and Mobility for Teachers of Students with Visual Impairments. [3]

*Denotes courses included in Vanderbilt's Association for Behavior Analysis International Verified Course Sequence.

Applied Behavior Analysis: Credentialing and Licensure

Although there is overlap, the requirements for becoming and practicing as a BCBA and LBA are different than the requirements for completing the applied behavior analysis program at Vanderbilt University. Individuals interested in a career in applied behavior analysis should be aware of the two primary credentials that are often needed to practice.

The first is Board Certified Behavior Analyst (BCBA). The BCBA is a nationally recognized professional credential focused on discipline-specific professional standards. The Behavior Analyst Certification Board (BACB) is a nonprofit organization that credentials behavior analysts who have completed an Association for Behavior Analysis International-Verified Course Sequence (ABAI-VCS), have accrued sufficient fieldwork hours, and have demonstrated proficiency identifying and describing behavior analytic principles, processes, and concepts as evidenced by a passing score on a mandatory computerized exam prior to board certification (for more information about the BACB and certification process, visit <https://www.bacb.com/>). Vanderbilt offers an ABAI-VCS, pass rates for which can be viewed at the following web address: <https://www.bacb.com/university-pass-rates/>. Vanderbilt's program also includes opportunities for students to accrue fieldwork hours in partial fulfillment of BACB fieldwork requirements.

The second credential is Licensed Behavior Analyst (LBA; sometimes called a Licensed Applied Behavior Analyst or LABA). The LBA credential is a state-established credential that is related to specific state regulations on the practice of applied behavior analysis. The requirements for each state's LBA credential vary. Links to information about licensure requirements in the United States may be found at the following web address: <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>.

Dyslexia Studies (Certificate)

Catalog Text

Intervention supports can have a substantial positive effect for students' reading and future academic outcomes. This certificate will provide graduate and professional students with the additional knowledge and skills required to support students with dyslexia in the educational system.

The curriculum is designed to provide participants with current research on assessment and intervention for students with dyslexia and similar learning disabilities. Students will learn about the challenges students with dyslexia may encounter, engage in administration and interpretation of instructional literacy assessments, and prepare and implement evidence-based literacy interventions for students with or at-risk for dyslexia and other reading disabilities in Grades K-12.

The program is best suited for students in education-related degree programs who seek careers in educational systems that will serve and support students with dyslexia.

Required Courses:

PSY-PC 7190- Language and the Brain (3)

SPEDH 7410- Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties (3)

SPEDH 7420- Advanced Reading for Students with Severe and Persistent Academic and Behavior Difficulties (3)

SPEDH 7953- Advanced Fieldwork in Special Education (3)

Suggesting Pacing of Coursework:

1 Year Pacing:

SPED 7410 & PSY-PC 7190: Fall Year 1

SPED 7420 & SPEDH 7953: Spring Year 1

2 Year Pacing:

SPED 7410: Fall Year 1

SPED 7420: Spring Year 1

PSY-PC 7190: Fall Year 2

SPEDH 7953: Spring Year 2

Integrated Early Childhood Education (M.Ed.)

Catalog Text

The Integrated Early Childhood Education (Birth-Kindergarten) program offers individualized preparation for highly qualified students who have completed undergraduate programs in early childhood education, special education, or related areas. Through our licensure and endorsement pathways, our graduates go on to serve as early childhood educators, working with infants, toddlers, and young children with a wide range of needs in home, community, and school settings across the country. Students may also apply to complete the Applied Behavior Analysis (ABA) training program to receive a specialization.

Credit Hours: 36-39 credit hours (48-51 credit hours with ABA add-on)

Degree Requirements

Required for Licensure - if not taken prior to entering program

SPED 7000 Education and Psychology of Exceptional Learners

Core Courses

SPED 7400 Management Procedures for Academic and Social Behavior

SPED 8810 Introduction to Single Case Research

IECE Courses [21 hours]

EDUC 6090 Integrated Early Childhood Curriculum {For Endorsement}

EDUC 6110 Learning Ecologies I: Equity, Access, and Inclusion in Context

SPEDE 7100 Collaborating with Families of Young Children

SPEDE 7400 Instruction for Young Learners

SPEDE 7450 Screening and Assessment of Young Learners

SPEDE 7610 Advanced Procedures in Classroom Management and Social Skills Instruction for Young Learners

SPEDE 7800 Speech and Language for Young Learners

Fieldwork for Licensure [9 hours]

SPEDE 7951 Fieldwork in Integrated Early Childhood Special Education

SPEDE 7991 Extended Student Teaching for Graduate Students {For Initial Licensure}

Fieldwork for Endorsement [6 hours]

SPEDH 7951 - Fieldwork in Integrated Early Childhood Education

SPEDH 7953 - Advanced Fieldwork in Early Childhood Special Education

ABA Add on [12 hours]

SPED 7410 Personnel Supervision and Management in Applied Behavior Analysis

SPED 7430 Administering Ethical Behavior Analytic Services

SPED 7445 Theory in Behavior Analysis

SPED 8400 Experimental Analysis of Behavior

Learning Analytics (Certificate)

Catalog Text

The goal of learning analytics is to better understand and improve learning for students, teachers, administrators, and other stakeholders and to better comprehend, organize, and provision educational data. Learning analytics is strongly focused on providing in-time information to inform interventions and teaching methodologies through predictive modeling. The end result is more effective educational systems.

Learning analytics methods are generalizable to education researchers in many subfields that use large datasets to better understand educational outcomes. Students will develop knowledge of how learning analytics can be applied to the field of education intervention and policy.

Required Courses (6 credit hours)

- SPED 7715-Fundamentals of Learning Analytics
- LPO 7500- Machine Learning for Educational Applications (Special Topics)

Additional Courses

Two must be selected.

- SPED 7720-Educational Language Analysis
- SPED 7500-Learner Database Management (special topics)
- EDUC 7010-Technological Innovation and AI for Learning

Special Education (M.Ed.)

Catalog Text

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 teaching licensure (see Licensure for Teaching). Students develop competencies in all categories of exceptionality but specialize in one of the program areas offered: (a) integrated early childhood special education, (b) high-incidence disabilities (c) low-incidence: severe disabilities and (d) visual impairments track.

The high-incidence (interventionist specialist) specialization is designed for those intending to work with children and young adults with learning disabilities and behavior disorders, and mild intellectual disabilities. The low-incidence disabilities program has two tracks: the severe disabilities and visual impairments tracks. The severe disabilities track is intended for those who wish to focus on working with children and young adults with intellectual disabilities, autism, and multiple disabilities. The visual impairments track is intended for those who wish to work with students who are blind or have low vision.

The degree program stresses field-based learning and experience, with opportunities to participate in supervised research. 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 and complete a capstone project.

Degree Requirements HIGH INCIDENCE K-8 or 6-12

Required for licensure if not taken prior to entering the program

EDUC 6010. Educational Psychology

SPED 7000. Introduction to Exceptionalities

Core Courses [9 hours]

SPED 7400. Management Procedures for Academic and Social Behaviors

SPEDH 7810. Research Methods in Special Education

SPEDH 7100. Trends and Issues in Learning Disabilities

or

SPEDH 7200. Trends and Issues for Students with Behavior Disorders

Methods [18 hours]

SPEDH 7300. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8 (for K-8 track)

or

SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8 (for 6-12 track)

SPEDH 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 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

Fieldwork for licensure [9 hours]

SPEDH 7953. Advanced Field Work in Special Education

SPEDH 7991. Extended Student Teaching

Fieldwork for Endorsement [3 hours]

SPEDH 7953. Advanced Field Work in Special Education

Intensive Intervention

Core Courses [9 hours]

SPED 7400. Management Procedures for Academic and Social Behaviors

SPEDH 7810. Research Methods in Special Education

SPEDH 7100. Trends and Issues in Learning Disabilities

or

SPEDH 7200. Trends and Issues for Students with Behavior Disorders

Methods [12 hours]

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills

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

Fieldwork [3 hours]

SPEDH 7961. Practicum: Intensive Intervention

Electives [6 hours]

PSY-PC 6010. Applied Child Studies

PSY-PC 5120. Adolescent Development

PSY-PC 7500. Effects of Poverty on Development

PSY-PC 8120. Psychological Interventions with Children

HDC 6200. Foundations of Professional School Counseling

HDC 6120. Social, Legal, and Ethical Issues in Counseling

HDC 6220. Counseling for College Access, Admissions, and Completion

HDC 6310. A Developmental Approach to Personal Loss and Grief

HDC 6340. Addictions and the Human Services Professional

HDC 6420. Trauma: Impact and Intervention

INTERVENTIONIST SPECIALIST

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 [3] (for K-8 track)

or

SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: 6-12 [3] (for 6-12 track)

SPEDH 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties [3]

SPED 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties [3]

SPEDH 7420. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties [3] (for K-8 track only)

SPEDH 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties [3]

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities [3]

SPEDH 7953. Advanced Fieldwork in Autism, Intellectual High Incidence Disabilities[3]

INTENSIVE INTERVENTIONIST SPECIALIST (Candidate must have licensure)

SPED 7400. Management Procedures for Academic and Social Behavior [3]

SPED 7810. Research Methods in Special Education [3]

SPED 7961. Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties [3]

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 [3]

SPEDH 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties [3]

SPEDH 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties [3]

SPEDH 7800. Collaboration, Ethics, and Leadership to Support Students with Severe and Persistent Academic and Behavior Disabilities [3]

Two Elective Courses [6]

SEVERE DISABILITIES (LICENSURE: COMPREHENSIVE)

Core Course [3 hours]

SPED 7400. Management Procedures for Academic and Social Behavior [3]

Methods [18 hours]

SPEDS 7000. Issues in Family Intervention [3]

SPEDS 7100. Augmentative and Alternative Communication [3]

SPEDS 7200. Access to General Education and Teaching Functional Academic [3]

SPEDS 7250. Methods of Instruction for Students with Intellectual and Multiple Disabilities [3]

SPEDS 7300. Procedures for Transition to Adult Life [3]

SPEDS 7600. Teaching Reading to Students with Severe Disabilities [3]

SPEDS 7700. Characteristics of Students with Low Incidence Disabilities [3]

Fieldwork [11 hours]

SPEDS 7951. Fieldwork in Autism, Intellectual, and Multiple Disabilities [0-2]

SPEDS 7953. Advanced Fieldwork in Autism, Intellectual, and Multiple Disabilities[3]

SPEDS 7954. Advanced Fieldwork in Severe Disabilities [3]

Two Elective courses [6 hours]

Advanced Instruction

Core [3 hours - pick one of the following]

SPEDH 7400. Management Procedures for Academic and Social Behaviors

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

Severe Disability Program Courses [6 hours]

SPED Independent Study

SPEDS 7500. Current Trends and Issues in AAC Practices

Fieldwork [3 hours]

SPEDS 7954. Fieldwork in Severe Disabilities

Electives [12 hours]

Recommended Electives by area of interest

Supporting Students with Healthcare Needs

PSY-PC 7230. Play-based Intervention

PSY-PC 7500. Special Topics: Death, Grief, and Loss

PSY-PC 7500. Special Topics: Child Development, Theory and Practice

PSY-PC 6460. Brain, Development, and Cognition

PSY-PC 6010. Applied Child Studies

Supporting Students with Communication Needs

SPEDE 7800. Speech and Language for Young Children

SLP 5304. Child Language Acquisition

SLP 5323. Communication in Autism Spectrum Disorders

PSY-PC 7500. Special Topics: Psychology of Language

PSY-PC 7190. Language and the Brain

Advocacy, Leadership, and Policy

EDP 7500. Special Topics in Educational Policy: School Leadership

EDP 6110. The Politics of Policymaking

EDP 6130. American education History and Policy
EDP 6220. Urban Education and Social Policy
SPEDH 7800. Collaboration, Ethics, and Leadership to Students with Academic and Behavior Difficulties
SPED 7430. Administering Ethical Behavior Analytic Services

Supporting Students with Visual Disabilities

SPEDV 7150. Introduction to Students with Visual Impairments and Deafblindness
SPEDV 7400. Communication and Literacy Skills for Students with Visual Impairments
SPEDV 7100. Medical and Educational Implications of Visual Impairments
SPEDV 7200. Issues and Trends for Teaching Students with Visual Impairments
SPEDV 7600. Educational Access and Collaboration for Students with Visual Impairments
VISUAL DISABILITIES (LICENSURE: TEACHER OF THE VISUALLY IMPAIRED)

Core Courses [9 hours]

EDUC 6010. Educational Psychology
SPED 7000. Introduction to Exceptionalities
SPED 7400. Management Procedures for Academic and Social Behavior [3] (required for licensure and endorsement)

Visual Disabilities Courses [22 hours]

SPEDV 7100. Medical and Educational Implications of Visual Impairments [3]
SPEDV 7200. Issues and Trends for Teaching Students with Visual Impairments [3]
SPEDV 7300. Braille Reading and Writing [1]
SPEDV 7400. Communication and Literacy Skills for Students with Visual Impairments [3]
SPEDV 7600. Educational Access and Collaboration for Students with Visual Impairments [3]
SPEDV 7700. Orientation and Mobility Skills for Teachers of Students with Visual Impairments [3]
SPEDV 7900. Teaching Braille [3]
SPEDS 7700. Characteristics of Students with Low Incidence Disabilities [3]

Fieldwork [11 hours for licensure and 5 hours for endorsement]

SPEDV 7951. Fieldwork in Visual Impairments [2]
SPEDV 7953. Advanced Fieldwork in Visual Impairments [3]
SPEDV 7991. Extended Student Teaching for Graduate Studies in Visual Disabilities [6] (licensure only)
Initial Teacher Licensure in Special Education

Students pursuing master's 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 Specialization

The Applied Behavior Analysis specialization is offered in conjunction with a primary specialization in early childhood special education, high incidence disabilities, or severe disabilities. In this additional specialization students learn the philosophical underpinnings of behavior analysis, basic concepts and principles of behavior change, applications of these concepts and principles to develop behavior assessment and behavior change procedures, considerations for selecting and implementing interventions, training and supervising behavioral service providers, ethics for behavior analysts, measurement, data display, and data interpretation to evaluate effects of procedures on behavior, and experimental design commonly used in behavior analytic practice and research. Coursework and fieldwork can qualify toward Behavior Analyst Certification Board credentialing and state licensure requirements (see Applied Behavior Analysis – Credentialing and Licensure).

Required Courses [18 hours]

SPED 8400. Experimental Analysis of Behavior [3]

SPED 8810. Introduction to Single Case Research Methodology [3]

SPED 7400. Management Procedures for Academic and Social Behavior [3]

SPED 7430. Administering Ethical Behavior Analytic Services [3]

SPED 7445. Theory in Behavior Analysis [3]

SPED 7410. Personnel Supervision and Management of Applied Behavior Analysis [3]

Elective Courses [3 hours] (determined by program)

SPEDH 7600. Advanced Procedures in Classroom Management [3] [High Incidence Disabilities Program Area]

SPEDS 7250. Methods of Instruction for Students with Severe and Multiple Disabilities [3] [Severe Disabilities Program Area]

SPEDE 7400. Instruction and Learning in Early Childhood Special Education [3] [Early Childhood Program Area]

Students are required to participate in two semesters of applied behavior analysis internship. Each student will participate in a university based internship, during one internship semester, and internship with a community applied behavior analysis provider in the other internship semester. Internship semesters include 10 hours per week in the assigned placement (i.e. university or committee) in combination with research assistant work and other qualifying field experiences.

Teaching and Learning

Elementary Education (M.Ed.)

Catalog Text

Master of Education Program in Elementary Education (Grades K-5 Endorsement) with Licensure

The Elementary Education program is distinguished by its attention to children's thinking as a central resource for instruction, the learning and teaching of disciplinary knowledge and practice, and critical investigation of the social contexts of learning and teaching with particular concern for equity, access, and inclusion. 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.

Summer I (6 hours)

SSED 6250. Social Studies Methods [3]

HMED 6250. Introduction to Arts Education with an Emphasis on Children's Literature [3]

Fall I (13 hours)

MTED 6250. Advanced Teaching of Mathematics in Elementary Schools [3]

EDUC 6110. Learning Ecologies I – Equity, Access, and Inclusion in Context [3]

EDUC 6120. Learning Ecologies II – Advanced Practicum in Literacy and Mathematics [3]

EDUC 6210. Theory/Practice of Literacy Education in Elementary Grades [3]

EDUC 6220. Theory and Practice of Writing in Elementary Grades [3]

Spring (6 hours)

EDUC 7970. Internship (student teaching) (3)

EDUC 7971. Internship Seminar [3]

Maymester (6 hours)

EDUC 6230. Recognizing and Responding to Diverse Learners [3]

SCED 6250. Science Concepts [3]

TOTAL: 33 hours

Other Requirements for Licensure

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

Elementary Education Early Start Master's Program

The Elementary Education program is available as an early start Master's program to undergraduates enrolled at Vanderbilt. The Elementary Education M.Ed. Program requires a minimum of 31 course credit hours, a full spring semester of student teaching, and a final capstone assessment. Licensure will require an additional performance assessment (the edTPA) and passing scores on Praxis exams. The Early Start Master's program allows undergraduate students to begin working on the M.Ed. degree while they are finishing their undergraduate requirements, thus accomplishing the degree in less time than would be required if a student were to begin the M.Ed. degree after completing their undergraduate degree. Although there is some flexibility in how and when to accomplish degree requirements, the following timeline provides a sample Program of Studies and path to completing the M.Ed. degree:

Spring of Junior Year

Apply to the Elementary Education M.Ed. program

Fall of Senior Year:

- Take HMED 2250 (which will be cross-listed as HMED 6250) [3 hours]

Spring of Senior Year:

- Take SSED 3240 (which will be cross-listed as SSED 6250 [3 hours]

Fall of 5th Year:

- MTED 6250. Advanced Teaching of Mathematics in Elementary Schools [3]
- EDUC 6110. Learning Ecologies I—Equity, Access, and Inclusion in Context [3]
- EDUC 6120. Learning Ecologies II – Advanced Practicum in Literacy and Mathematics [3] EDUC 6210. Theory/Practice of Literacy Education in Elementary Grades [3]
- EDUC 6220. Theory and Practice of Writing in Elementary Grades [3]

Spring of 5th Year:

- EDUC 7970. Internship (student teaching) [3]
- EDUC 7971. Internship Seminar [3]
- Complete edTPA

Maymester

- EDUC 6230. Recognizing and Responding to Diverse Learners [3]
- SCED 6250. Advanced Teaching of Science in Elementary Schools [3]

Additional Policies:

- Students must complete their undergraduate course requirements independent of the M.Ed degree. Specifically, students cannot “double count” courses for both degrees. It is possible for students to take some undergraduate courses and some master’s courses in the same semester (for example, in Spring of one’s Senior Year).
- A student’s total course load (graduate plus undergraduate courses) must not exceed 15 hours during any semester in which graduate credit is pursued.
- At the time of registration, the student must have a minimum 3.0 GPA
- Undergraduate students wishing to take graduate credit courses must consult the instructor of each course and at the time of registration, declare their intention on the Undergraduate Enrollment in Graduate or Professional Course form available at the Peabody Office of Academic Services: <https://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>.
- Undergraduate students who pursue this option and maintain a cumulative undergraduate GPA of 3.5 or higher will have the GRE requirement waived if they decide to apply to the Elementary Education MEd program.

Emerging Learning Technologies and AI (Certificate)

Catalog Text

Technology and artificial intelligence (AI) are rapidly reshaping how we live, work, and learn, offering both powerful opportunities and pressing challenges for education. This certificate prepares students to navigate the intersection of cognition, learning, and technology, combining close attention to how people think and learn in real-world settings with the skills needed to leverage emerging technologies for meaningful impact. Guided by expert faculty and grounded in human-centered design, students will learn to imagine, prototype and test innovative tools that support learning and human development for both children and adults, in classrooms and beyond.

Required Courses:

EDUC 7010- Technological Innovation and AI for Learning

EDUC 7020- Designing Future Learning Technologies

Choose Two From This List:

PSY-PC 8470- Cognitive Science to the Classroom

CS 5376- Foundations of Human Computer Interaction

SPED 7715- Fundamentals of Learning Analytics

CS 6364- Intelligent Learning Environments

EDUC 6440- Teaching Digital Literacies

ENGM 5600- Technology Based Entrepreneurship

CSET 5257- Virtual Reality Design

EDUC 7500- AI in Ed Research (Special Topics) [needs to be added to website]

EDUC 8830- Advanced Qualitative Research Methods in Education – Quantitative Ethnography

EDUC 9700- Research Groups: Learning, Tech, Design & Culture

PSY 7500- Learning Technology (Special Topics)

EDUC 6575- Multimodality and Multilingualism

EDUC 7500- Minds in Motion: The Bodies Role in Knowing (Special Topics)

LPO 7500- Machine Learning for Education (Special Topics)

SOC 9367- Sociology of AI (Special Topics)

Innovative Design and Technology in Education (M.Ed.)

Catalog Text

The Innovative Design, Analytics, and Technology in Education (IDeATE) is a Master's of Education degree program for students interested in learning how to create and study environments leveraging learning theories, human centered design, learning analytics, and learning technologies. The goals of the program are to gain knowledge and skill in:

(1) how people learn, (2) how contexts and tools like analytics and technology influence learning, and (3) how to design learning environments and activities that are responsive to partners and learners needs.

The IDeATE M.Ed. program is an immersive four semester program that includes 33 credit hours with an internship and capstone project. Course work is directly connected to learning theory, design thinking, and analytic process and resources.

All students enrolled in the program take courses that count toward a certificate in Learning Analytics or Emerging Technologies and AI in Education. Students who wish to can fill their two elective course spaces with the remaining course requirements for these certificates to be awarded upon successful completion of the program. The learning core focuses on theories of learning and their application and implications in formal and informal settings. These theoretical perspectives provide the foundations for the design work. The design core explores implications of the learning core and emerging learning technologies through a human centered design process. The analysis core attends to systematic evaluation and program research efforts including learning analytics that focus on program development and an iterative design process.

In addition to the coursework, students complete an internship experience and a capstone project. The capstone project takes place largely in the internship site and is guided by faculty mentorship from the director. Each capstone focus is unique but leverages the knowledge and practices students gain across course and field experiences. Internships last at least one semester and are supported through partnerships with the LIVE Center at Vanderbilt and the Vanderbilt Wond'ry as well as local corporate and community organizations that offer internships like the Country Music Hall of Fame and Museum, The National Museum of African American Music, and the Frist Art Museum.

IDeATE Curriculum (33 credit hours) Required Courses for the IDeATE M.Ed.

Learning Core

EDUC 6030 Foundations of Learning Sciences (3)

EDUC 7010 Technological Innovation and AI for Learning (3)

Design Core

EDUC 6080 Designing for Contexts (3)

EDUC 7020 Designing Future Learning Technologies (3)

Analysis Core

EDUC 7810 Inquiry into Context (3)

SPED 7515 Foundations of Learning Analytics (3)

Equity and Justice (DTL Departmental Requirement to be taken)(3)

EDUC 7992 Capstone Seminar (3)

EDUC Internship in IDeATE (3)

Elective Courses (6 hours)

Students may choose to complete either the Learning Analytics Certificate or the AI certificate or they can take 6 hours of elective courses in an area of interest.

Total Credit hours = 33 hours

*To complete Certificates with Elective Coursework students would use electives to take:

Learning Analytics (2 courses = 6 hours)

- SPED 7500 Educational Language Analysis (Special Topics)
- Machine Learning for Educational Outcomes OR Learner Database Management

Emerging Learning Technologies (2 courses = 6 hours)

- Pick 2 from below
 - PSY-GS 8690 Cognitive Learning Technologies
 - PSY-GS 8470 Cognitive Science to the Classroom
 - Embodied Cognition
 - Computational Language Analysis
 - Intelligent Learning Environments
 - Special Topics: Sociology of AI
 - Technology-Based Entrepreneurship (Engineering)
 - Foundations of Human Computer Interaction (Engineering)
 - Virtual Reality Design (Arts and Science)

Note: 6 hours of electives will be taken by each student. Students can choose to finish one of these certificates by taking the remaining two courses as their M.Ed. electives. If they do not want either certificate they can take two elective courses related to their professional interests. Internship could happen summer or Fall 2 or Spring 2 and shift electives as needed based on individual student or internship partners' needs.

Instrumental Music Education (M.Ed.)

Catalog Text

Instrumental Music Education - 30 total hours

Instrumental Music Education Professional Core - 9 hours

EDUC 6300	Soc & Phil Aspects of Ed
MUED 5000	Phil Fndatns Music Tchng
EDUC 6010	Psychological Foundations of Education

Teaching Related Courses - 12 hours

EDUC 6310	Classroom Ecology
EDUC 6320	Pract Music Education
EDUC 6510	Principles of Multiling Ed
MUED 5030	Methods & Mat: General

MUED 5010 - 3 hours

MUED 5010	Methods & Mat: Instrmntl
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IME Student Teaching and Seminar - 6 hours

EDUC 7974	Internship in Teaching: Music
EDUC 7975	Internship Seminar: Music

Multilingual Education (M.Ed.)

Catalog Text

The Multilingual Education M.Ed. Program is a unique program blending cutting-edge research in applied linguistics and learning sciences with hands-on practice empowers you to understand how people learn across diverse contexts and communities.

Expand your expertise in multilingual, multimodal learning, with the option to earn licensure in English as an Additional Language and/or World Languages, while mastering language sciences, learner-centered design and pedagogy, and ethical applications of AI.

Through immersive experiences with learners and communities, you'll develop the skills to teach, design programs, conduct impactful research, and build meaningful connections worldwide. Graduate ready to lead and shape the future of education in our interconnected, multilingual world.

Students in this M.Ed. in Multilingual Education can choose from three tracks: (1) Teaching Multilingual Learners, (2) Applied Language and Literacies Studies, or 3) World Languages. The M.Ed. in Multilingual Education is 30-36

credits.

1. Teaching Multilingual Learners

This track is designed for pre- and in-service teachers who wish to teach English as an additional language for multilingual learners. This track prepares language educators to teach language to multilingual learners across the lifespan and across contexts. Coursework provides educators and teacher leaders with theoretical and practical knowledge and skills related to language acquisition and pedagogy essential for effective teaching of multilingual learners. Students have two options within this track.

Option 1, which requires 30 credits in total, prepares educators to teach multilingual learners with an add-on endorsement in teaching English as a Second Language (ESL) and/or earn a specialization in Teaching English to Speakers of Other Languages (TESOL) for teaching internationally.

Teaching Multilingual Learners - add-on ESL endorsement and/or TESOL specialization (30 credits)

EDUC 6520. Foundations of Multilingual Education [3]

EDUC 6530. Educational Linguistics and Second Language Acquisition [3]

EDUC 6540. Methods and Materials for Educating Multilingual Learners [3] (to be taken after EDUC 6520, 6530)

EDUC 6541. Practicum: Multilingual Learners [3] (Co-requisite with EDUC 6540)

EDUC 6550. Assessment of Multilingual Learners [3] (to be taken with or after EDUC 6540, 6541)

EDUC 6560. Language Curriculum Design [3]

12 elective credits from the Department of Teaching and Learning

Option 2, which requires a total of 33 credits including a semester of full-time student-teaching, offers students the opportunity to earn initial licensure in teaching English as a Second Language across the PK-12 grade span. If completed successfully, this option leads to a recommendation to the state for licensure in PK-12 ESL.

Teaching Multilingual Learners - initial PK12 licensure (33 credits)

EDUC 6520. Foundations of Multilingual Education [3]

EDUC 6530. Educational Linguistics and Second Language Acquisition [3]

EDUC 6540. Methods and Materials for Educating Multilingual Learners [3] (to be taken after EDUC 6520, 6530)

EDUC 6541. Practicum: Multilingual Learners [3] (Co-requisite with EDUC 6540)

EDUC 6550. Assessment of Multilingual Learners [3] (to be taken with or after EDUC 6540, 6541)

EDUC 6560. Language Curriculum Design [3]

EDUC 6310. Classroom Ecologies [3]

SPED 7000. Education and Psychology of Exceptional Learners [3]

EDML 7972. Student Teaching [3]

EDML 7973. Student Teaching Internship Seminar [3]

3-credit elective in Multilingual Learner Education

2. Applied Language and Literacies Studies

This track, which requires a total of 30 credits, focuses on the theoretical, empirical, and practical dimensions of linguistics, including how multilingual learners apply their languages in solving real-world problems in and across different disciplines and social contexts and how languages are acquired, learned, taught, and practiced. Courses in this track are designed to prepare students for research-oriented opportunities in fields of applied linguistics, languages, and literacies education.

There are options to take coursework across both tracks and choose elective courses across the Department of Teaching and Learning. This program can be responsive to each person's interests and intended career trajectories; please consult with your advisor about required and elective courses.

Applied Language and Literacies Studies

EDUC 6530. Educational Linguistics and Second Language Acquisition [3]

EDUC 6565: Scholarly Writing and Thinking [3]

EDUC 6590. Language Variation and Socialization [3]

EDUC 6595. Qualitative Language Analysis [3] or a class in research methods and analysis (to be approved by advisor)

Two of the following courses:

EDUC 6460. Language, Education, and Diversity [3]

ENED 7320. Power of Books for Fostering Language, Thinking, and Social Connection [3]

EDUC 6575. Multimodality and Multilingualism [3]

Students can take electives from the other track of the program (see course list above) or from across the Department of Teaching and Learning. Selection of elective courses is made in consultation with the program advisor.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) Certificate/Specialization

Students in all tracks of the Multilingual Learner Education program have the opportunity to declare the Teaching English to Speakers of Other Languages (TESOL) Specialization and have it added to their transcript and degree if they complete the following required courses:

EDUC 6520, 3 hours

EDUC 6530, 3 hours

EDUC 6540, 3 hours

EDUC 6541, 3 hours

EDUC 6550, 3 hours

EDUC 6560, 3 hours

Total: 18 hours

In TN, ESL endorsement requires 15 credits (EDUC 6520, 6530, 6540, 6541, 6550), proficiency in a world language (equivalent to 6 college credits) and the ESL PRAXIS examination.

3. World Languages

Traditional Student Teaching Option

First Fall:

EDUC 6520 Foundations of Multilingual Education [3]

EDUC 6530 Educational Linguistics and Language Acquisition [3]

WLED 6370 Advanced Teaching of World Languages in K-12 Classrooms [3]

First Spring:

EDUC 6540 Methods and Materials for Educating Multilingual Learners [3]

EDUC 6541 Practicum: Multilingual Learners [3]

EDUC 6550 Assessment of Multilingual Learners [3]

Second Fall:

EDUC 6300 Advanced Social and Philosophical Foundations of Education [3] or Critical Pedagogy [3]

EDUC 6310 Classroom Ecology [3]

SPED 7000 Education and Psychology of Exceptional Learners [3]

Second Spring:

EDUC 7972 Internship in Teaching: Secondary [3]

WLED 7973 Internship Seminar: Secondary [3]

Total: 33 hours

Job Embedded Option

First Fall:

EDUC 6520 Foundations of Multilingual Education [3]

EDUC 6530 Educational Linguistics and Language Acquisition [3]

WLED 6370 Advanced Teaching of World Languages in K-12 Classrooms [3]

First Spring:

EDUC 6540 Methods and Materials for Educating Multilingual Learners [3]

EDUC 6541 Practicum: Multilingual Learners [3]

EDUC 6550 Assessment of Multilingual Learners [3]

Summer:

EDUC 6300 Advanced Social and Philosophical Foundations of Education [3] or Critical Pedagogy [3]

EDUC 6310 Classroom Ecology [3]

Second Fall (Job Embedded):

EDUC 7972 Internship in Teaching: Secondary [3]

SPED 7000 Education and Psychology of Exceptional Learners [3]

Second Spring (Job Embedded):

EDUC 7972 Internship in Teaching: Secondary [3]

WLED 7973 Internship Seminar: Secondary [3]

TOTAL: 36 hours

World Languages, Master of Education 33-36 hours

CORE 6 hours

EDUC 6300 Advanced Social and Philosophical Foundations of Education [3] or Critical Pedagogy [3]

EDUC 6310 Classroom Ecology [3]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY 15 hours

EDUC 6520 Foundations of Multilingual Education [3]

EDUC 6530 Educational Linguistics and Language Acquisition [3]

EDUC 6540 Methods and Materials for Educating Multilingual Learners [3]

EDUC 6550 Assessment of Multilingual Learners [3]

WLED 6370 Advanced Teaching of World Languages in K-12 Classrooms [3]

FIELD-BASED 11 hours

EDUC 6541 Practicum: Multilingual Learners [3]

EDUC 7972 Internship in Teaching: Secondary [3]

WLED 7973 Internship Seminar: Secondary [3]

LICENSURE REQUIREMENTS 3 hours

SPED 7000 Education and Psychology of Exceptional Learners [3]

Reading Education (M.Ed.)

Catalog Text

Peabody's Master of Education Program in Reading Education is designed to prepare already licensed teachers to be reading specialists and literacy coaches. This program focuses on literacy development, assessment, and instruction of students with diverse learning and literacy needs and to support teachers as they deliver literacy instruction to all students. The program meets standards suggested by the International Literacy Association and InTASC accrediting standards. To be admitted, students must have teacher licensure or equivalent teaching experiences. All students must pass a final assessment to graduate. The program of study can be designed to fulfill the requirements for an add-on endorsement as a K-12 reading specialist.

READING REQUIRED COURSES (15 hours)

EDUC 6400. Literacy Development [3]

EDUC 6410. Literacy Instruction and Assessment for Grades K-5 [3]

EDUC 6440. Teaching Digital Literacies [3]

EDUC 6470. Literacy Coaching and Professional Development [3]

EDUC 6421. Literacy for Diverse Leaders Practicum [3 hours in fall and 3 hours in spring]

All Teaching and Learning M.Ed. students take

EDUC 7810. Inquiry into Contexts [3]

and either

EDUC 6020. Culturally Relevant Pedagogy [3]

OR

EDUC 8040. Diversity and Equity in Education [3]

Language Development and Language Arts

Choose from 1 course:

ENED 6310. Perspectives on the English Language

ENED 6380. Teaching Writing and Multimedia Composition

ENED 7320. Untapped Potential: The Power of Books for Fostering Language & Thinking

EDUC 6450. Learning to Write: Theory and Research

EDUC 6530. Educational Linguistics and Second Language Acquisition

6 credit hours worth of Electives.

Based on the Student's professional Goals and Interests. Electives will be approved by your Program Director.

Children's and Young Adult Literature*

ENED 6200. Children's Literature*

ENEC 6360. Literature, Popular Culture, and New Media*

*Some states require a Children's and/or Adolescent Literature class. TN and ILA do not require this so at present, we as a program do not. However, anyone who might want to add a reading/literacy endorsement to a teaching license in a state other than TN, please be sure to check the requirements for that state.

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

TOTAL MINIMUM HOURS: *30 hours*

Secondary Education (M.Ed.)

Catalog Text

Master of Education Program in Secondary Education (Grades 6-12 Endorsement) with Licensure

The M.Ed. program, upon successful completion, leads to a recommendation to the state of Tennessee for a teaching license in English language arts, mathematics, science, social studies, music, or world languages. In secondary education, we recognize the richness of varied perspectives and experiences as essential to meaningful learning. Our work in Nashville reflects a deep commitment to serving urban communities and preparing educators who are responsive to the strengths, aspirations, and lived experiences of students whose talents and potential have not always been fully supported by educational institutions. The program draws candidates who are motivated to embrace both the challenges and the rewards of teaching in complex, dynamic classrooms. While our preparation emphasizes teaching in urban schools, our graduates are equipped to thrive in any educational setting and to support the growth of all students. They go on to secure teaching positions across a wide range of schools, demonstrating adaptability, empathy, and excellence in their practice.

The Program in Secondary Education at Peabody College reflects three important educational insights that are theoretically grounded, research supported, and practice based:

Teaching and learning is always subject specific. Candidates will encounter courses and experiences rooted in their particular content areas of interest, as well as courses in the shared practice and profession of teaching. Our faculty with content area expertise provides personal mentoring throughout the program.

Student thinking is the most important resource available to the teacher. Teacher competency of subjects unquestionably matters, and Peabody teachers leave with solid content knowledge. However, the exceptional teacher is one who connects with students' initial ideas, strategies, and theories, whatever their backgrounds. We see the experiences and histories of students as the very grounds for growth.

Learning to teach occurs through practice. Teaching is a complex process that happens in interactions over time, requiring both the opportunity to act and space to reflect. Thus, we constantly revise the program design to find the optimal mix of theory and practice to ensure graduates are "safe to practice and ready to learn".

Field work with local schools in the professional year prepare students to become teachers. The secondary education M.Ed. program has two course work tracks, both are two-year tracks, one job-embedded, one traditional. For students with advanced degrees in science or mathematics, there is also a non-degree seeking, job-embedded track. Coursework and fieldwork details are provided below for each content area.

Programs leading to licensure for secondary school teaching (grades 6-12) are offered in the following areas:

ENGLISH (Job-Embedded):

First Fall:

ENED 6310. Perspectives on the English Language [3]

ENED 6340. Reading and Learning with Print and New Media [3]

EDUC 7500. Special Topics in Education [3]

First Spring:

ENED 6330. Social and Philosophical Foundations of Adolescent Literacies [3]

ENED 6360. Literature, Pop Culture, and New Media [3]

ENED 6370. Teaching Literature and Media to Adolescents [3]

ENED 6380. Teaching Writing and Multimedia Composition [3]

Summer:

EDUC 6510. Principles of English Language Learner Education [3]
EDUC 6310. Classroom Ecology [3]

Second Fall (Job-embedded):

EDUC 6330. Recognizing and Responding to Diverse Learners [3]
EDUC 7972. Internship in Teaching Secondary [3]

Second Spring (Job-embedded):

ENED 7973. Internship Seminar: Secondary [3]
EDUC 7972. Internship in Teaching Secondary [3]

TOTAL: 36 hours

English licensure requirement:

Two semesters (or equivalent) of college-level course work in a foreign language
ENGLISH (Traditional)

First Fall:

ENED 6340. Reading and Learning with Print and New Media [3]
ENED 6360. Literature, Pop Culture, and New Media [3]
EDUC 6510. Principles of English Language Learner Education [3]

First Spring:

ENED 6330. Social and Philosophical Foundations of Adolescent Literacies [3]
ENED 6380. Teaching Writing and Multimedia Composition [3]
ENED 6370. Teaching Literature and Media to Adolescents [3]

Second Fall:

EDUC 6330. Recognizing and Responding to Diverse Learners [3]
EDUC 6310. Classroom Ecology [3]
ENED 6310. Perspectives on the English Languages [3]

Second Spring (Student Teaching &edTPA):

ENED 7973. Internship Seminar: Secondary [3]
EDUC 7972. Internship in Teaching Secondary [3]

TOTAL: 33 hours

English licensure requirement:

Two semesters (or equivalent) of college-level course work in a foreign language

MATHEMATICS (MTED)/SCIENCE (SCED)/SOCIAL STUDIES (SSED)

These three content areas have similar trajectories for both job-embedded and traditional M.Ed. pathways. Subject-specific prefixes are included for courses that are divided by content areas.

MATHEMATICS (MTED)/SCIENCE (SCED)/SOCIAL STUDIES (SSED) Job-Embedded

First Fall:

MTED/SCED/SSED 6370. Advanced Teaching of Mathematics/Science/Social Studies in Secondary Schools [3]

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

Elective [3]

First Spring:

MTED 6380. Computers, Teaching, and Mathematical Visualization [3] OR SCED 7400. Modeling in the Secondary Science Classroom [3] OR SSED 6240. Human Geography [3]

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3] OR Critical Pedagogies Elective [3]

Summer:

EDUC 6510. Principles of English Language Learner Education [3]

EDUC 6310. Classroom Ecology [3]

Second Fall (job-embedded):

EDUC 6330. Recognizing and Responding to Diverse Learners [3]

EDUC 7972. Internship in Teaching Secondary [3]

Second Spring (job-embedded):

MTED/SCED/SSED 7973. Internship Seminar: Secondary [3]

EDUC 7972. Internship in Teaching Secondary [3]

TOTAL: 33 hours

MATHEMATICS (MTED)/SCIENCE (SCED)/SOCIAL STUDIES (SSED) Traditional

First Fall:

MTED/SCED/SSED 6370. Advanced Teaching of Mathematics/Science/Social Studies in Secondary Schools [3]

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

EDUC 6510. Principles of English Language Learner Education [3]

First Spring:

MTED 6380. Computers, Teaching, and Mathematical Visualization [3] OR SCED 7400. Modeling in the Secondary Science Classroom [3] OR SSED 6240. Human Geography

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3] OR Critical Pedagogies Elective [3]
Elective [3]

Second Fall:

EDUC 6330. Recognizing and Responding to Diverse Learners [3]
EDUC 6310. Classroom Ecology [3]

Second Spring (Student Teaching and edTPA):

MTED/SCED/SSED 7973. Internship Seminar: Secondary [3]
EDUC 7972. Internship in Teaching Secondary [3]

TOTAL: 30 hours

Job-Embedded, Non-degree Program in Secondary Education with Licensure

Peabody's non-degree program, if completed successfully, leads to a recommendation to the state of TN for a teaching license in mathematics or science (with specializations in biology, chemistry, earth science, or physics). Candidates for the program must be enrolled in a graduate program in the content area or already have an advanced content degree (master's level or above). During the initial year students register for content-specific pedagogy coursework, ELL, and Classroom Ecology. At the end of the first year students are recommended for a Practitioner License and will complete remaining coursework while serving full-time in a job-embedded position in a public school.

MATHEMATICS

CORE

EDUC 6310. Classroom Ecology [Audit]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (9 hours)

MTED 7330. Introduction to Literacies in Mathematics [3]

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

MTED 6380. Math Visualization [3]

MTED 7973. Internship Seminar: Secondary [Audit]

FIELD-BASED WORK (3 hours)

EDUC 7972. Internship in Teaching: Secondary [3 credits total, 1 credit over 3 semesters]

LICENSURE REQUIREMENTS (6 hours)

EDUC 6510. Principles of English Language Learners [3]

EDUC 6330. Recognizing and Responding to Special Needs Learners [3]

TOTAL: 18 hours

SCIENCE CORE

EDUC 6310. Classroom Ecology [Audit]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (9 hours)

SCED 7330. Introduction to Literacies in Science [3]

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

SCED 7400. Scientific Modeling [3]

MTED 7973. Internship Seminar: Secondary [Audit]

FIELD-BASED WORK (3 hours)

EDUC 7972. Internship in Teaching: Secondary [3 credits total, 1 credit over 3 semesters]

LICENSURE REQUIREMENTS (6 hours)

EDUC 6510. Principles of English Language Learners [3]

EDUC 6330. Recognizing and Responding to Special Needs Learners [3]

TOTAL: 18 hours

Vocal/General Music Education (M.Ed.)

Catalog Text

Vocal General Music Education - 30 total hours

Vocal General Music Education Professional Core - 9 hours

EDUC 6300 Soc & Phil Aspects of Ed

MUED 5000 Phil Fndatns Music Tchng

EDUC 6010 Psychological Foundations of Education

Teaching Related Courses - 12 hours

EDUC 6310 Classroom Ecology

EDUC 6320 Pract Music Education

EDUC 6510 Principles of Multiling Ed

MUED 5030 Methods & Mat: General

MUED 5020 - 3 hours

MUED 5020 Mthds/Mtrls:Vocal/Choral

IME Student Teaching and Seminar - 6 hours

EDUC 7974 Internship in Teaching: Music

EDUC 7975 Internship Seminar: Music