



Peabody College Catalog

Vanderbilt University
2020/2021

Containing general
information
and courses of study
for the 2020/2021 session
corrected to 1 July 2020

Archived 2020/2021
Peabody College Catalog

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 catalog and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, full or part-time, who are enrolled in Vanderbilt courses are subject to the same policies. Policies concerning noncurricular matters and concerning withdrawal for medical or emotional reasons can be found in the *Student Handbook*, which is on the Vanderbilt website at vanderbilt.edu/student_handbook.

NONDISCRIMINATION STATEMENT

In compliance with federal law, including the provisions of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, and the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, military service, covered veterans status, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their gender expression. Requests for information, inquiries or complaints should be directed to these offices: Equal Opportunity and Access Office, eo@vanderbilt.edu, telephone (615) 343-9336; Title IX Office, Title IX Coordinator, titleix@vanderbilt.edu, telephone (615) 343-9004, 110 21st Avenue South, Suite 975, Nashville TN 37203; Student Access Office, studentaccess@vanderbilt.edu telephone (615) 343-9727.

Vanderbilt® and the Vanderbilt logos are registered trademarks of The Vanderbilt University. © 2020

Vanderbilt University. All rights reserved. Produced by Vanderbilt University Marketing Solutions.

Contents

Calendar	4
Communicating with Peabody College.....	5
Education and Human Development at Vanderbilt	6
Centers and Outreach Efforts	6
Facilities	8
The University.....	11
Life at Vanderbilt	13
Degree Programs	27
Professional Degree Programs	27
Graduate Degree Requirements	30
Licensure for Teaching	31
Academic Regulations	35
Admission	40
Financial Information	43
Courses of Study	45
Human and Organizational Development.....	45
Leadership, Policy, and Organizations	51
Psychology and Human Development.....	59
Special Education.....	63
Teaching and Learning Courses.....	66
Administration and Faculty.....	118

Archived 2020/2021
Peabody College Catalog

Calendar 2020/2021

FALL SEMESTER 2020*

Classes begin / Monday 24 August

Homecoming / Saturday 7 November

Thanksgiving holiday / Saturday 21 November–Sunday 29 November

Classes end / Friday 4 December

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

Fall semester ends / Saturday 19 December

SPRING SEMESTER 2021*

Classes begin / Monday 11 January

Martin Luther King Jr. Day—Classes do not meet / Monday 18 January

Spring holiday / Saturday 6 March–Sunday 14 March

Classes end / Monday 26 April

Reading days and examinations / Tuesday 27 April–Thursday 6 May

Commencement / Friday 14 May

**Subject to change*

Archived 2020/2021
Peabody College Catalog

Communicating with Peabody College

Academic and faculty matters

Camilla Persson Benbow, Patricia and Rodes Hart Dean
of Education and Human Development
PMB 0329
230 Appleton Place
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 0501
230 Appleton Place
Nashville, Tennessee 37203-5721
(615) 322-8270

Housing

Office of Housing and Residential Education
PMB 351677
2301 Vanderbilt Place
Nashville, Tennessee 37235-1677
(615) 322-2591

Archived 2020/2021
Peabody College Catalog

Education and Human Development at Vanderbilt

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

Peabody enrolls more than 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.

National Center for Leadership in Intensive Intervention

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

National Center on Scaling Up Effective Schools

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

Next Steps at Vanderbilt

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

Peabody Journal of Education

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

Peabody Professional Institutes

Peabody Professional Institutes (PPI) provide short-term, intensive educational experiences for professional educators and administrators from across the nation and around the world. Each institute draws from social science disciplines and professional fields of study to inform the creation of a comprehensive, yet focused, curriculum. Designed with the same expectations for rigor and depth as Peabody College degree programs, PPI rest on the philosophy that good practice is best derived from and informed by a strong theoretical base.

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.

Facilities

Libraries

The Jean and Alexander Heard Libraries

The Jean and Alexander Heard Libraries system at Vanderbilt University houses nearly five million items and provides access to millions more resources through its nine campus libraries: Central Library (Arts and Science); Peabody Library; Annette and Irwin Eskind Family Biomedical Library and Learning Center; Walker Management Library; Wilson Music Library; Massey Law Library; Stevenson Science and Engineering Library; the Divinity Library; and the Special Collections Library. These libraries share an online presence that provides access to an integrated catalog of print and e-resources, as well as information about library services, workshops, programs, exhibitions, research guides, and librarian subject specialists.

Library staff teach students to be information literate and help them develop research skills in an increasingly complex information environment. Students can connect with a librarian in person or ask questions through the library website. Library spaces across campus offer quiet individual study spaces, group study, and instructional rooms, as well as learning commons and cafes. Faculty- and student-curated exhibitions throughout the libraries offer intellectual and creative insights that encourage students to think critically and see their own work in new ways. Students, faculty, and staff come to the library to read in a cozy nook, meet friends for group study, grab a quick meal, or attend an author's talk. Even if you are off campus, digital library resources are at your fingertips via your phone, laptop, or computer.

The oldest items in the library date from ca. 2500 B.C.E., and new publications are being added every day. Among the collection strengths are: Latin American history, politics, and culture; the History of Medicine Collections; the W. T. Bandy Center for Baudelaire and Modern French Studies; the Southern Literature and Culture Collections; the United States Playing Card Collection; and the Vanderbilt Television News Archive, the world's most extensive archive of television news covering 1968 to present. The libraries are also involved in digital scholarship, publishing and partnering with faculty on the *Revised Common Lectionary*, one of the first published web-based resources of scriptural readings for the liturgical year, *Ecclesiastical and Secular Sources for Slave Societies*, a digital preservation program for endangered documents related to slave societies, the *Global Music Archive*, a multimedia archive for traditional and popular song, music, and dance of Africa and the Americas, and *Syriaca*, a digital project for the study of Syriac literature, culture, and history.

Get to know your libraries and your librarians early in your career at Vanderbilt. They have the information you need—and can help you transform that information into knowledge, creativity, and success.

The Peabody Library on the east campus holds materials in the fields of education, psychology related to education, special education, child study, human resources, library and information science, literature for children and adolescents, and curriculum materials. A subscriber to the ERIC (Educational Resources Information Center) service, this library houses and services a collection of ERIC microfiche copies of reports and documents in the field of education. Online computer searches and CD-ROM end-user searches of the ERIC file and other databases are offered.

The Curriculum Laboratory, a special collection designed for teacher education students, is located in the Peabody Library. The laboratory is a materials center offering instructional aids such as kits for individual instruction, instructional games, curriculum guides, testing materials, textbooks, educational software, and other curriculum materials.

library.vanderbilt.edu

Information Technology

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

VUIT maintains and supports VUNet, the campuswide data network that provides access to the internet, and AccessVU, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUNet. Those services include YES (Your Enrollment Services), Brightspace, and Vmail, the university's email system for faculty, staff, and graduate students.

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

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

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

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

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

For more information on IT services and computing at Vanderbilt, visit *it.vanderbilt.edu*.

University Courses

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

Official University Communications

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

Archived 2020/2021
Peabody College Catalog

The University

Commodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it “contribute . . . to strengthening the ties which should exist between all geographical sections of our common country.”

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: “We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation’s requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings.”

Today as Vanderbilt pursues its mission, the university more than fulfills the Commodore’s hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 2,400 full-time members and a diverse student body of more than 12,000. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the university is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 334-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, parklike setting of broad lawns, shaded paths, and quiet plazas.

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

The schools of the university offer the following degrees:

The schools of the university offer the following degrees:

College of Arts and Science. Bachelor of Arts.

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, Doctor of Jurisprudence.

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

Mission, Goals, and Values

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

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

In pursuit of these goals, Vanderbilt values most highly

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

Equity, Diversity, and Inclusion

Excellence at Vanderbilt is inextricably tied to the university’s commitment to fostering an inclusive community

where people of all identities, backgrounds, and perspectives can thrive. The vice provost for strategic initiatives and the vice chancellor for equity, diversity, and inclusion and chief diversity officer work in partnership with students, faculty, and staff to identify and implement best practices that advance equity, diversity, and inclusion across campus in pursuit of building and supporting an inclusive community enriched by a broad variety of experiences and knowledge. Visit vanderbilt.edu/diversity for more information.

Inclusive Excellence

Diversity, inclusion, and community engagement are essential cornerstones of Vanderbilt's commitment to equity and trans-institutional discovery and learning. The Office for Inclusive Excellence has as its mission to work in partnership with members of the Office of the Provost and Vanderbilt colleges and schools to ensure that we advance the success and affirmation of all students and faculty. The Office for Inclusive Excellence oversees and establishes strategic initiatives to promote academic success, professional and cultural education, and inclusivity and belonging. Visit vanderbilt.edu/inclusive-excellence for more information.

Accreditation

Vanderbilt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, professional, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call (404) 679-4500, or visit sacscoc.org for questions about the accreditation of Vanderbilt University.

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

Archived 2020/2021
Peabody College Catalog

Life at Vanderbilt

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

Peabody Professional and Graduate Student Association/Advisory Board

The mission of the PPGSA is to enrich the experience of Peabody professional and graduate students by organizing scholarly events, community building events, and community service opportunities aimed at fostering relationship between graduate students, faculty, staff, the Vanderbilt University community, and the greater Nashville community. PPGSA represents Peabody graduate and professional student opinions and concerns, facilitating communication between graduate students, administration, and faculty. All Peabody graduate and professional students are welcome to attend and participate in PPGSA meetings and events.

Board members to be elected in fall 2020.

Graduate Student Council

The Graduate Student Council promotes the general welfare and concerns of the Graduate School student body. This is achieved through creating new programs to provide opportunities for growth and interaction, as well as through communication with the Vanderbilt faculty and administration on behalf of graduate students. The GSC consists of elected representatives from each Graduate School department, committees, and an annually elected executive board. In the recent past, the GSC has helped change policies involving space allocation for teaching assistants, stipend reviews, parking, student health insurance, mental health initiatives, and activities fee allocation. The GSC is also a member of the National Association of Graduate-Professional Students (NAGPS).

In addition to its representative function, the GSC organizes, hosts, and sponsors events and projects during the year, including seminars and panels with individual departments, the Vanderbilt 3 Minute Thesis competition, the Graduate Student Honor Council, community outreach activities, and social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt Graduate School students are welcome and encouraged to attend GSC's monthly meetings and to get involved. For more information, visit studentorgs.vanderbilt.edu/gsc.

The Center for Teaching

The mission of the Center for Teaching is to promote university teaching that leads to meaningful student learning. The services of the center are available to all graduate students, including those teaching at Vanderbilt as teaching assistants (TAs) and instructors of record, as well as those who anticipate that teaching will be a part of their future careers.

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

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

The Blended and Online Learning Design (BOLD) Fellows Program helps graduate students partner with faculty members to design and develop online modules for integration into a course. The teams implement these modules in existing classes and investigate their impact on student learning.

The Certificate in Humanities Teaching & Learning is a program for humanities graduate students that comprises a sequential seminar and practicum in which participants explore humanistic pedagogies and teaching historically underrepresented populations.

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

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

Other Campus Resources

Student Care Network

The Student Care Network is a holistic network of services and resources pertaining to health and wellness available to all Vanderbilt University students. Primary offices include the Office of Student Care Coordination, the University Counseling Center, the Student Health Center, and the Center for Student Wellbeing. Students also have access to a wide range of additional on-campus, virtual, and community resources through the Student Care Network—from the Vanderbilt Recreation and Wellness Center to the Project Safe Center to a variety of community providers. To facilitate finding resources, students may refer to the Student Care Network website, or contact the Office of Student Care Coordination, vanderbilt.edu/studentcarenetwork.

Medical Notification Policy

Vanderbilt University expects students to be honest with their instructors about their ability to attend class and/or complete course work, and asks instructors to work with students on these issues. Therefore, the primary offices of the Student Care Network (office of Student Care Coordination, University Counseling Center, Student Health Center, and Center for Student Wellbeing) do not provide notes for minor illnesses or routine appointments that may lead to missed classes and/or a delay in completion of assignments. Instead, the primary offices provide students with cards documenting visits to their office, which students may use in discussion with their instructors regarding absences and/or missed work to demonstrate that they sought care for medical issues. The reason for the visit and any details of minor illnesses or routine appointments are not provided on the card. A student's right to privacy, particularly as it relates to medical information, is one of the important issues that guides this policy. In addition, since there is great variability in each student's response to minor illnesses, the primary offices cannot always predict which students will miss assignments and/or classes in response to such ailments. Honest communication between students and their instructors can better address these situations.

In cases of more serious illness, injury, or crisis, especially those that may require prolonged bed rest or hospitalization, the primary offices or the Office of Housing and Residential Experience will notify a student's academic dean so instructors may be formally informed through a dean's notification that the student may need short-term consideration related to absences and/or course work as a result of such illness, injury, or crisis. It is the student's responsibility to follow-up with their instructors to establish a plan for any make-up work. It is the instructor's prerogative to determine what, if any, alterations to course work are appropriate in either of the situations outlined above.

Office of Student Care Coordination

The [Office of Student Care Coordination](#) is committed to supporting undergraduate, graduate, and professional students in successfully navigating life events related to academic stress and/or medical, mental health, and/or other personal concerns that may interfere with a student's ability to achieve their academic and personal goals. This team of Student Care Coordinators is the central and first point of contact for students to help identify needs and determine the most appropriate resources in Vanderbilt's Student Care Network and in the Nashville community to address concerns. Student Care Coordinators collaborate with students to develop a student success plan, share education about and facilitate connections to appropriate on and off-campus resources, and provide accountability through supportive follow up meetings. Student Care Coordinators work closely with campus partners, including the Center for Student Wellbeing, the University Counseling Center, the Student Health Center, the Office of Housing and Residential Experience, and faculty and staff to help maintain the safety and health of Vanderbilt students. In addition, the Office of Student Care Coordination supports the Campus Assessment, Response, and Evaluation (CARE) Team and Welfare Panel and coordinates support for students returning from medical leaves of absence. The Office of Student Care Coordination's goal is for students to have the right support, in the right place, at the right time.

Information about scheduling an appointment with the office of Student Care Coordination is available [here](#).

Confidentiality

Though staff typically have a background in mental health services, it is important to understand that work with a Student Care Coordinator is not counseling or therapy. The services of the Office of Student Care Coordination fall under the Family Educational Rights and Privacy Act (FERPA). This means the content of meetings with a Student Care Coordinator will be kept private to the extent possible; however, information may be shared on a need-to-know

basis with appropriate personnel within Vanderbilt University in order to coordinate and provide you with the best care. If it is necessary to share information with off-campus providers or others, you will be asked to sign a written release.

Student Health Center

The Student Health Center provides primary care and some specialty services for students. Services include routine medical care, chronic disease management, office-based gynecology, travel medicine, nutrition services, and sports medicine. The Student Health Center also has a lab and can perform some office-based tests and can also send samples to the Vanderbilt Medical Center laboratory as needed.

The Student Health Center's hours of operation are posted on the center's [website: https://www.vumc.org/student-health/about-center](https://www.vumc.org/student-health/about-center). Students seeking treatment should call ahead at 615-322-2427 to schedule appointments. Online appointments are available for most types of appointments: <https://www.vumc.org/student-health/online-appointments>. Telemedicine appointments are also available for some types of visits.

Students with urgent issues will be seen on a "same-day" basis, and if no appointment time is available, will be worked in on a "first-come, first-served" basis, and triaged according to severity of illness.

Emergency on-call consultation services are available at 615-322-2427, 24 hours a day, seven days a week. More detailed information about services and health related topics may be found at the Student Health Center website: <https://www.vumc.org/student-health/>

Immunization Requirements

The State of Tennessee requires certain immunizations and tuberculosis screening for all students (undergraduate, graduate, and professional). ***Students not in compliance with these mandated immunizations and tuberculosis screening will NOT be allowed to register for classes.*** Waivers for required vaccines may be granted for religious or medical reasons. Waiver requests are reviewed by the Student Health Center and the Title IX and Student Discrimination Office or Student Access Services. Instructions for providing waiver request documentation can be found on the [immunizations requirements](https://www.vumc.org/student-health/immunization-requirements-new-students) website: <https://www.vumc.org/student-health/immunization-requirements-new-students>.

Immunization requirements include:

- **Meningococcal meningitis vaccine (one injection after age 16)** for all incoming students living in on-campus housing.
- **Measles, mumps, and rubella (2 injections)** for all incoming students.
- **Varicella vaccine (two injections)** for all students who have not had documented chickenpox.
- **Tuberculosis screening**, which includes on on-line risk assessment followed by blood testing or skin testing when indicated

All incoming students must upload a Student Health Center Immunization and Tuberculosis Screening Requirements form. Instructions and further information are located on the [immunizations requirements](https://www.vumc.org/student-health/immunization-requirements-new-students) website: <https://www.vumc.org/student-health/immunization-requirements-new-students>. The completed Immunization and Tuberculosis Screening Requirements form must be uploaded to the Student Health Center immunization portal by May 15, 2020. The form also collects important health history information that enables the Student Health Center staff to better serve individual student needs.

Charges

There are no office-visit co-pays for routine visits, but students will incur small charges for medications or supplies dispensed. There are small co-pays associated with some office procedures or specialty visits (such as wart removal and colposcopy). Medication and supplies ordered by Student Health physicians and nurse practitioners can usually be provided to students at a price below typical pharmacy co-pays or charges. Credit cards and the Commodore Card may be used to pay for any charges incurred at the Student Health Center. The Student Health Center has no relationship with any insurance company and cannot bill insurance for charges incurred at the Center.

Any lab tests not performed at the Student Health Center are sent to the Vanderbilt University Medical Center and are billed to the student's health insurance company by the Medical Center. In addition, when a student is referred to a specialist outside of the Student Health Center, charges incurred are billed by that clinic to the student's health insurance company. Any amount remaining after health insurance has paid its share is the student's responsibility. If a student has an Emergency Department visit after-hours because of a serious illness or injury, the Medical Center

will bill the student and his/her/their insurance company.

Confidentiality

Care provided at the Student Health Center is confidential in compliance with the Health Insurance Portability & Accountability Act (HIPAA) regulations. It is only with explicit written consent from the student that the Student Health Center may communicate with Deans, parents, professors, or other health care professionals. HIPAA does have a clause that allows notification of families in the event that the student is in an emergency or life-threatening situation.

Vanderbilt University Medical Center personnel will ask treated students in the Emergency Department about notification of staff in Housing and Residential Experience and the Student Health Center. Except in cases of a life-threatening emergency, notification requires the student's permission and is strongly encouraged. This practice enables the University to provide support and assistance to students and their families.

Quarantine

Vanderbilt University must enforce public health mandates as required by public health authorities, and may also follow Medical Center and Student Health Center recommendations when the University determines them to be in the best interest of the Vanderbilt community and the public. Based on the aforementioned mandates and/or recommendations, the University may issue directives to students regarding isolation and/or quarantine. As a result, among other needed interventions, students in campus housing, or students traveling as part of Vanderbilt programs or activities, may be required to relocate so that appropriate isolation and/or quarantine can be accomplished. Failure to comply with University directives may result in corrective action through the University's accountability process.

The University Counseling Center

The [University Counseling Center \(UCC\)](#) provides mental health assessment, support, and treatment for students. The team of clinical professionals includes psychologists, licensed counselors including substance use specialists, psychology interns, practicum students, and psychiatric medical providers.

Services include short-term individual therapy, a variety of group therapy options, and psychiatric screening and assessment. Students may work with a trained biofeedback counselor as another means of addressing anxiety or stress and pain among other symptoms. The UCC provides psychological assessment to screen for ADHD and learning disabilities.

Students with urgent issues may visit the UCC without appointment to meet with the Urgent Care Counseling clinician. If there are multiple students seeking Urgent Care Counseling services, the students will be seen on a "first-come, first-served" basis. Flexibility is maintained to address student needs according to level of acuity.

The UCC staff is available to consult with students, faculty, and staff who are concerned about a student's mental health. Consultations are available through the UCC's Urgent Care Counseling, or by phone.

The UCC is open according to the schedule posted on the center's [website](http://www.vanderbilt.edu/ucc): www.vanderbilt.edu/ucc. Students seeking to schedule an appointment should visit the Office of Student Care Coordination's website at www.vanderbilt.edu/carecoordination or call 615-343-WELL (9355)

Students may seek brief support for distressing situations and may take advantage of UCC's drop-in services on campus at various locations as detailed on the UCC's website: <https://www.vanderbilt.edu/ucc/services/drop-in-consultation/>. This program enables students to have rapid access to a counselor for support.

The UCC collaborates with the Center for Student Wellbeing to provide outreach, prevention, and education, with one specific focus being suicide prevention through MAPS (Mental health Awareness & Prevention of Suicide) training for students, faculty, and staff. These resources are provided to facilitate stress management in order to minimize or prevent mental health concerns. In addition, the UCC offers workshops about academic support and ADHD in collaboration with the Center for Student Wellbeing.

More details about services may be found at the UCC [website](http://www.vanderbilt.edu/ucc): www.vanderbilt.edu/ucc.

Charges

The UCC does not charge for routine services, but does charge for psychological testing, both for a screening and for a full test and for specific disability assessments when indicated. The student is expected to pay for the testing

prior to its being scheduled. The UCC has no relationship with any insurance company and cannot bill third parties for these charges.

Students requiring laboratory testing are referred to the Student Health Center. Charges for these tests are made in accordance with Student Health Center policies.

Confidentiality

The UCC is a confidential setting under the Family Educational Rights and Privacy Act (FERPA). To the extent permitted by law, the UCC does not share information about students or anything discussed in session, with the exception of safety concerns, which may override the confidentiality policy. For example, limits of confidentiality include situations that involve imminent risk to a client or another individual, and situations involving elder or child abuse. The UCC encourages students to sign a written release of information form if they would like for the UCC to share information with members of the student's family or others. The UCC may share attendance and additional minimally necessary information with the other primary Student Care Network offices, including the Office of Student Care Coordination, Student Health Center, and Center for Student Wellbeing for the purposes of care coordination.

Center for Student Wellbeing

The Center for Student Wellbeing cultivates engagement in lifelong well-being practices and endeavors to create a culture that supports students' personal development and academic success through a holistic and integrative framework. The Center's areas of focus include, for example, alcohol and other drug education and recovery support, self-care and personal growth, strengthening physical and emotional health, and support for supporting students in distress. The Center provides prevention programming, individual coaching, skill building workshops, substance use screenings, meditation and yoga, and referrals to campus resources.

New appointments for Center for Student Wellbeing services may be scheduled through the Office of Student Care Coordination. Information is available at <https://www.vanderbilt.edu/healthydores/>.

Student Health Insurance Plan (SHIP)

Eligibility: All degree-seeking students (with the exception of those in the Division of Unclassified Studies) registered for four or more credits or who are actively enrolled in research courses (including, but not limited to dissertation or thesis courses) at Vanderbilt are automatically enrolled in—and will be billed for—a University-endorsed health insurance plan underwritten by UnitedHealthcare through Vanderbilt's broker, Gallagher Student Health & Special Risk, unless they complete the online waiver process. Information about the plan is available online at www.gallagherstudent.com/vanderbilt. In addition, an insurance representative has an office at the Student Health Center and can be reached at 615-343-4688.

Cost: The annual premium, which is approved each year by the Board of Trust, is billed to students through their student account. The premium is a separate charge from tuition.

Coverage Period: Coverage for students begins August 12 and extends through August 11 the following calendar year, if the student remains in school for 31 days beginning August 12. After 31 days, the coverage remains in effect whether the student is in school or is away from the University, and there is no *pro rata* refund for this coverage. If a student disenrolls from coursework within the first 31 days of classes so that they no longer meet the above eligibility standards, their insurance coverage will be terminated.

Coverage Benefits: SHIP provides hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of the plan is available online at www.gallagherstudent.com/vanderbilt, at registration, in the Office of Student Accounts, at the Student Health Center, or on the Student Care Network website. The plan requires that the Student Health Center be the student's primary care provider in Nashville, but will provide coverage for referrals to specialists when a written referral is made by a Student Health Center provider.

Waiver of Insurance Plan: A student who does not wish to subscribe to the insurance plan offered through the University must notify the University of comparable coverage under another policy. Waiver of the student insurance plan does not affect eligibility for services at the Student Health Center. The online waiver process may be found online at www.gallagherstudent.com/vanderbilt. The insurance charge will not be waived if the online process is not completed by August 1 for the fall semester, or by January 6 for students who are newly enrolled for the spring semester. ***The waiver process must be completed each academic year.*** Newly enrolled eligible summer session

students planning to take full-time coursework in the fall must complete both a summer and a fall waiver form by August 1. Additional information about the waiver process may be found on the Student Care Network website. *Family Coverage:* An additional premium is charged for family insurance coverage. An eligible student who wishes to provide coverage for his/her/their spouse and/or children, may do so at www.gallagherstudent.com/vanderbilt. It is the student's responsibility to enroll their eligible dependents each year. **Dependents are not automatically enrolled.**

International Student Coverage

International students are automatically enrolled in, and billed for, the Gallagher plan, in compliance with federal regulations relations to J-1 visa status, which requires international students and their dependents to maintain adequate insurance coverage. Coverage through the Gallagher plan is mandatory; however, new waiver requirements have been instituted to support international students studying remotely for the 2020-2021 academic year. These policies are outlined at www.vanderbilt.edu/studentcarenetwork/waive/.

Qualifying Events for Students and Dependents

Students who initially waive coverage can submit a Petition to Add if they lose coverage under the plan they used to waive (for example, due to no longer being covered as a dependent). This is called a "qualifying event." The premium will be pro-rated based on the date coverage begins. The applicable premium will be charged to the student account.

Eligible dependents may also be added if the student experiences one of the following qualifying events: (a) marriage, (b) birth of a child, (c) divorce, (d) the dependent entering the country for the first time, or (e) the dependent losing coverage under another insurance plan.

Links to the Petition to Add and the Dependent Petition to Add forms can be found at www.gallagherstudent.com/vanderbilt. The Petition to Add or Dependent Petition to Add form and supporting documentation (i.e., proof of a qualifying event) must be received by Gallagher Student Health & Special Risk within 31 days of the qualifying event. Forms received more than 31 days after the qualifying event will not be processed.

Project Safe Center

The Project Safe Center partners with students, faculty, and staff to create a campus culture that rejects sexual violence and serves as a resource for all members of the Vanderbilt community. The Project Safe Center provides support to survivors of intimate partner violence and engages the campus community in prevention of sexual assault, dating violence and domestic violence, and stalking.

Bystander intervention training, an online education module addressing sexual violence, and a variety of programs and presentations on consent, healthy relationships, and violence prevention are available through the Project Safe Center. A 24-hour support hotline answered by Project Safe's victim resource specialists is available at (615) 322-SAFE (7233).

The Project Safe Center located at 304 West Side Row is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, please call (615) 875-0660 or visit vanderbilt.edu/projectsafe.

Barnes & Noble at Vanderbilt

Barnes & Noble at Vanderbilt, the campus bookstore located at 2525 West End Avenue, offers textbooks (new, used, digital, and rental), computers, supplies, dorm accessories, licensed Vanderbilt merchandise, and best-selling books. The bookstore features extended hours of operation and hosts regular special events. Visitors to the bookstore café can enjoy Starbucks coffees, sandwiches, and desserts while studying. Free customer parking is available in the 2525 garage directly behind the bookstore. For more information, visit vubookstore.com, follow twitter.com/BN_Vanderbilt, find the bookstore on Facebook at facebook.com/VanderbiltBooks, or call (615) 343-2665.

The Commodore Card

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

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, go to vanderbilt.edu/cardservices.

Eating on Campus

Vanderbilt Campus Dining operates several restaurants, cafés, and markets throughout campus that provide a variety of food. The two largest dining facilities are Rand Dining Center in Rand Hall (connected to Sarratt Student Center) and The Ingram Commons dining hall. E. Bronson Ingram College offers all-you-care-to-eat dining and is open to all Vanderbilt University students. Five convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. The convenience stores located at Kissam Center and Highland Munchie offer hot and cold food bars which are open for breakfast, lunch, and dinner. All units accept the Commodore Card and meal plans. Graduate student meal plans are offered at a discount. For more information about meal plans, hours, and menus, please visit campusdining.vanderbilt.edu.

Housing

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a web-based off-campus referral service (offcampushousing.vanderbilt.edu). The referral service lists information about housing accommodations off campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should consult the website as early as possible. The website includes listings by landlords looking specifically for Vanderbilt-affiliated tenants. Listings are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also complete a profile to assist in finding a roommate. On-campus university housing for graduate or professional students is not available.

Change of Address

Students who change either their local or permanent mailing address are expected to notify the University Registrar immediately. Candidates for degrees who are not in residence should keep the school and the University Registrar informed of current mailing addresses. To change or update addresses, go to registrar.vanderbilt.edu/academic-records/change-of-address.php.

International Student and Scholar Services

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,952 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring nonimmigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Departments of Homeland Security and State. ISSS advising staff are available to support students' and scholars' requests through email, phone calls, daily drop-in hours (1:30–3:30 p.m., Monday–Friday), and private appointments. ISSS puts a strong emphasis on providing employment workshops to inform international students about professional development and employment options while enrolled and after graduation. ISSS conducts regular workshops on Curricular Practical Training (CPT), Optional Practical Training (OPT), and Academic Training (AT). ISSS also supports more than 300 alumni international students who have already graduated and are either on OPT or AT work permission. For additional information on ISSS services, visit vanderbilt.edu/issv.

The Writing Studio

The Writing Studio offers graduate students personal writing consultations, fifty-minute interactive discussions about writing. Trained writing consultants can act as sounding boards and guides for the development of arguments and the clarification of ideas. The focus of a consultation varies according to the individual writer and project. In addition to the standard fifty-minute consultations, the Writing Studio also offers dissertation writers the possibility of having extended appointments with the same consultant on an ongoing basis. Fifty-minute appointments can be scheduled online at vanderbilt.edu/writing. Extended appointments must be arranged in advance through writing.studio@vanderbilt.edu and are available on a first-come, first-served basis. Information about other programs for graduate students, like the journal article writing workshop and the annual dissertation writer's retreat, can also be found at vanderbilt.edu/writing.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center provides educational and cultural programming designed to

highlight the history and cultural experiences of African Americans. The center was established in 1984 and named in honor of the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. '54, Ph.D. '58). The BCC activities focus on providing student support and development, campus enrichment, and community engagement.

Student Support and Development (Inclusion)

One of the major aims of the BCC is student support and development. To accomplish this objective, the BCC offers student-driven programming, mentoring initiatives, organizational meeting spaces, service opportunities, and leadership skills training. The BCC also serves as a haven for students, with opportunities for informal fellowship with other students of all levels and backgrounds as well as with faculty and staff.

Campus Enrichment (Diversity)

With campus programming focused on Africans and African Americans, the BCC enriches the overall campus environment by promoting intercultural competence. Specifically, the BCC works with numerous campus partners to sponsor lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture.

Community Engagement (Equity)

Additionally, the BCC engages in community outreach and service by working with various civic and cultural groups in the Nashville area. Through community programs and by supporting students as they tutor and mentor young people from underserved areas in the city, the BCC advocates for social justice and equity on campus and in the larger community.

The BCC is located in the center of campus directly behind Buttrick Hall and across from the main campus mailroom. For more information, please call (615) 322-2524 or visit vanderbilt.edu/bcc.

Margaret Cuningham Women's Center

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

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

Office of LGBTQI Life

The Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Life office is a welcoming space for individuals of all identities and a resource for information and support about gender and sexuality. LGBTQI Life serves the entire Vanderbilt community through education, research, programming, support, and social events. The office also serves as a comfortable study and socializing space, as well as a connection point to the greater Nashville LGBTQI community. In addition, LGBTQI Life conducts tailored trainings and consultations for the campus and community. The Office of LGBTQI Life is located in the K. C. Potter Center, Euclid House, 312 West Side Row. For more information, please visit vanderbilt.edu/lgbtqi.

Office of the University Chaplain and Religious Life

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

and/or faith.

Recognizing the importance of exploring one's faith in community, the office facilitates opportunities for individuals of a shared faith to worship/practice their particular religious tradition. Whether guided by one of our affiliated chaplains or a student-run religious organization, these groups foster a sense of community and common values. For a complete listing of campus religious groups, resources, services, and programming opportunities, visit vanderbilt.edu/religiouslife.

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or email hillel@vanderbilt.edu.

Vanderbilt Child and Family Center

Vanderbilt Child and Family Center provides support and resources to the community of Vanderbilt families across the spectrum of life. As reflected in our provision of new parent support, early childhood education, family life resources, and elder care support, VCFC values the university's commitment to the education of the whole person and cultivation of lifelong learning. Visit vanderbilt.edu/child-family-center.

Parking, Vehicle Registration, and Alternative Transportation

Parking space on campus is limited. Motor vehicles operated on campus at any time by students, faculty, or staff must be registered with VUPS Parking Services located at 2800 Vanderbilt Place. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at vanderbilt.edu/parking.

Bicycles must be registered with Vanderbilt University Public Safety.

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

Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact Student Access Services. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audio textbooks, physical adaptations, notetakers, reading services, and reasonable accommodations for housing and dining. Accommodations are tailored to meet the needs of each student with a documented disability. Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Student Access Services, PMB 407726, 2301 Vanderbilt Place, Nashville, Tennessee 37240-7726; phone (615) 343-9727; fax (615) 343-0671; vanderbilt.edu/student-access.

Nondiscrimination, Anti-Harassment, and Anti-Retaliation

The Title IX and Student Discrimination Office (vanderbilt.edu/title-ix) and/or the Equal Employment Opportunity Office (vanderbilt.edu/eo) investigate allegations of prohibited discrimination, harassment, and retaliation involving members of the Vanderbilt community. This includes allegations of sexual misconduct and other forms of power-based personal violence. If you believe that a member of the Vanderbilt community has engaged in prohibited discrimination, harassment, or retaliation, please contact the Title IX and Student Discrimination Office and/or the Equal Employment Opportunity Office. If the offense is criminal in nature, you may file a report with Vanderbilt University Police Department.

The Title IX and Student Discrimination Office also facilitates interim accommodations for students impacted by sexual misconduct and power-based personal violence. Some examples of interim accommodations include no contact orders, adjusted course schedules, and housing changes.

Specific concerns pertaining to prohibited discrimination, harassment, or retaliation, including allegations of sexual misconduct and other forms of power-based personal violence, should be directed to the Title IX and Student Discrimination Office at (615) 343-9004.

Vanderbilt University Police Department

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

The Vanderbilt University Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Vanderbilt University Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt University Medical Center, Vanderbilt Health at One Hundred Oaks, and a variety of university-owned facilities throughout the Davidson County area.

The Police Department includes a staff of more than one hundred people, organized into three divisions under the Office of the Associate Vice Chancellor and Chief of Police: Operations Division (Main Campus, Medical Center, and 100 Oaks Precincts), Administrative Division, and Auxiliary Services Division. All of Vanderbilt's commissioned police officers have completed officer training at a state-certified police academy and are required to complete on-the-job training as well as attend annual in-service training. Vanderbilt police officers hold Special Police Commissions and have the same authority as that of a municipal law enforcement officer, while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods. When a Vanderbilt student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. The department also employs non-academy-trained officers called community service officers (commonly referred to as CSOs) who lend assistance 24/7 to the Vanderbilt community through services that include providing walking escorts, providing jump starts, and unlocking cars. For non-emergency assistance from a community service officer, dial (615) 322-2745 (2-2745 from an on-campus extension).

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

Vandy Vans—The Vanderbilt University Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 6:00 p.m. to 3:30 a.m. GPS technology allows students to track Vandy Vans on their route via computer or mobile phone using the VandySafe app, setting up text message alerts to let them know when a van will be arriving at their stop. Please visit police.vanderbilt.edu/services/vandysafe.php to download the app.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. For complete information about the Vandy Vans service, including routes, stops, and times, please visit vandyvans.com or call (615) 322-2554.

As a supplement to the Vandy Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VUPD officers. The telephone number to call for a walking escort is either (615) 322-2745 (2-2745 from a campus phone) or (615) 421-8888 (1-8888 from a campus phone), after which a representative from VUPD will be dispatched to the caller's location, or to a designated meeting point to accompany the caller to his or her destination.

Emergency Phones—Emergency telephones (Blue Light Phones) are located throughout the university campus, Medical Center, and 100 Oaks.

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

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

Exchange Area—The Vanderbilt University Police Department has designated the lobby of the Police building located at 2800 Vanderbilt Place as an "Exchange Area." The Exchange Area is for Vanderbilt University students, faculty, and staff to trade legal items bought and sold online on various secondhand applications in a safe environment. The building/lobby is located next to the Vandy Van stop in lot 72C near Vanderbilt Stadium. Either the seller or buyer must be Vanderbilt affiliated (student, faculty, or staff). The affiliated person must complete the online registration form at police.vanderbilt.edu/safedeal prior to the actual trade.

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

Educational and Assistance Programs—The Crime Prevention Unit of Vanderbilt University Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance. VUPD provides additional services including property registration (for bikes, laptops, etc.), lost and found, weapons safekeeping, and Submit a Crime Tip. For further information on available programs and services, call (615) 322-7846 or visit police.vanderbilt.edu/services.

Additional information on security measures and crime statistics for Vanderbilt is available from the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212. Information is also available at police.vanderbilt.edu.

Annual Security Report—The *Vanderbilt University Annual Security Report* is published each year to provide you with information on security-related services offered by the university and campus crime statistics in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act.

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

A copy of this report may be obtained by writing or calling the Vanderbilt University Police Department, 111 28th Avenue South, Nashville, Tennessee 37212, or (615) 875-9157 (telephone). A PDF copy of this report may also be obtained on the website at police.vanderbilt.edu/pdfs/annual-security-report.pdf.

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 virg.vanderbilt.edu. Select “Factbook,” then “Student,” then “Retention/Graduation Rates.” Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, PMB 407701, 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 university website at police.vanderbilt.edu/pdfs/annual-security-report.pdf. A paper copy of the report may be obtained by writing the Vanderbilt University Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see “Vanderbilt University Police Department” in the following section of this catalog.

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

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt

University website at registrar.vanderbilt.edu/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 “Confidentiality of Student Records” in this catalog.

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.

Vanderbilt Directory

Individual listings in the online People Finder Directory consist of the student’s full name, Vanderbilt email address, and campus mailing address (if available). Students may elect to add additional contact information to their listings, including school, academic classification, local phone number, local address, permanent address, cellphone, pager, and fax numbers. Student listings in the People Finder Directory are available to the Vanderbilt community via logon ID and e-password. Students may choose to make their online People Finder listings available to the general public (i.e., viewable by anyone with access to the internet), or to block individual directory items. Students who have placed a directory hold with the Office of the University Registrar will not be listed in the online directory.

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

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.

Extracurricular Activities

Student Centers

A variety of facilities, programs, and activities are provided in six separate student center locations—Alumni Hall, The Commons Center, E. Bronson Ingram College, Kissam Center, Sarratt Student Center/Rand Hall, and the Student Life Center.

Sarratt Student Center/Rand Hall is the main student center hub, housing a 300-seat cinema, art gallery, art studios, multicultural space, rehearsal rooms, large lounge spaces, large and small meeting spaces, and a courtyard. The facility is also home to Vanderbilt Student Communications, radio station, TV station, Local Java, and the Pub at Overcup Oak restaurant. Rand Hall houses the Rand Dining Center, campus store, a multipurpose venue, meeting and seminar rooms, plus large, open lounge space. Some of the offices located in Sarratt Student Center/Rand Hall include the Dean of Students, Greek Life, Student Leadership, Arts and Campus Events, Student Organizations and Governance, Student Care Coordination, Student Accountability, Community Standards and Academic Integrity, and the Student Center for Social Justice and Identity. Also included in this facility is a United States Postal Service office.

The Vanderbilt Student Life Center is the university’s large event space. It is both the fulfillment of students’ vision to have a large social space on campus and a wonderful complement to Sarratt Student Center/Rand Hall. The Student Life Center has more than 18,000 square feet of event and meeting space, including the 9,000-square-foot

Commodore Ballroom, which is one of the most popular spaces to have events on campus. The center is also home to the Career Center, Global Education Office, Office of Immersion Resources, and Office of Active Citizenship and Service.

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

Alumni Hall was the original student center on campus when the building opened in 1925. Re-opened in fall 2013 after a yearlong renovation that transformed every space in the facility, Alumni Hall has returned to its role as a student center after serving other purposes over the years. In the renovated Alumni Hall, students have access to an exercise room as well as several new meeting and event spaces. The Vanderbilt Graduate School calls Alumni Hall home, and lounge space on the first floor serves as a robust hub for student life within the Graduate School community.

Opened in fall 2014 and fall 2018, respectively, Kissam Center and E. Bronson Ingram College are both part of the Vanderbilt residential college system. Kissam Center is home to meeting and event spaces, the Kissam Market, and Kissam Kitchen. E. Bronson Ingram College offers a dining facility, including the award-winning Bamboo Bistro pho concept.

Recreation and Sports

More than two-thirds of Vanderbilt University students participate in club sports, intramurals, group fitness classes, or other programs offered at the David Williams II Student Recreation and Wellness Center, known by students as “the Rec.” The large variety of programs available for meeting students’ diverse interests include: more than thirty club sports teams; more than thirty intramural sports (softball, flag football, basketball, table tennis, and soccer); and an aquatics program offering swim lessons for all ages and abilities. Red Cross lifeguarding and CPR classes are also available. If being outside is more your style, you can choose from one of the many adventure trips offered each semester or create your own adventure trip with tips and gear from the Outdoor Recreation staff. There are more than sixty group fitness classes a week and a variety of wellness offerings from “learn to box” to healthy eating through Vandy Cooks in the Teaching Kitchen, Personalized Nutrition Coaching, and Nutrition Minute grab-and-go information on a variety of nutrition topics.

The Rec is a 289,000-square-foot facility that houses a 25-yard, 15-lane swimming pool; four courts for basketball, volleyball, and badminton; five racquetball and two squash courts; a four-lane bowling alley; five group fitness classrooms, more than 14,000 square feet of weight/fitness room space; rock-climbing wall; seven multipurpose rooms; locker rooms; and a 120-yard turf field surrounded by a 300-meter track in the indoor field house. The Rec’s exterior spaces include more than seven acres of field space including three natural grass fields and one turf field.

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

For additional information, please visit vanderbilt.edu/recreationandwellnesscenter.

Degree Programs

Professional Degree Programs

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

<i>Major</i>	<i>Degree</i>	<i>Department</i>
Child Studies	M.Ed.	Psychology and Human Development
Community Development and Action	M.Ed.	Human and Organizational Development
Education Policy	M.P.P.	Leadership, Policy, and Organizations
Educational Leadership and Policy	Ed.D.	Leadership, Policy, and Organizations
Elementary Education	M.Ed.	Teaching and Learning
English Language Learners	M.Ed.	Teaching and Learning
Higher Education Administration	M.Ed.	Leadership, Policy, and Organizations
Higher Education Leadership and Policy	Ed.D.	Leadership, Policy, and Organizations
Human Development Counseling	M.Ed.	Human and Organizational Development
Human Development Studies	M.Ed.	Human and Organizational Development
Independent School Leadership	M.Ed.	Leadership, Policy, and Organizations
International Education Policy and Management	M.Ed.	Leadership, Policy, and Organizations
Leadership and Learning in Organizations	Ed.D.	Leadership, Policy, and Organizations
Leadership and Organizational Performance	M.Ed.	Leadership, Policy, and Organizations
Learning and Design	M.Ed.	Teaching and Learning
Learning, Diversity, and Urban Studies	M.Ed.	Teaching and Learning
Quantitative Methods	M.Ed.	Psychology and Human Development
Reading Education	M.Ed.	Teaching and Learning
Secondary Education	M.Ed.	Teaching and Learning
Special Education	M.Ed.	Special Education

Degree Requirements

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

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

Deficiencies

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

Thesis Programs

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

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

Non-Thesis Programs

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

Doctor of Education (Ed.D.) 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.

Admission to Candidacy

Admission to Peabody College does not imply admission to candidacy for the Ed.D. To be admitted to candidacy, the student must have satisfied the research tools requirements, removed all grades of incomplete, and have passed the written qualifying examinations administered by the department. The department chair will recommend to the dean that the student be admitted to candidacy. Ed.D. students are awarded one year of candidacy to complete the capstone experience.

Qualifying Examinations

The purpose of the written 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.

Archived 2020/2021
Peabody College Catalog

Graduate Degree Programs

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

Majors

<i>Department</i>	<i>Major</i>	<i>Areas of Specialization</i>	<i>Degree</i>
Human and Organizational Development	Community Research and Action	Community Development Evaluation Methods	M.S., Ph.D. M.S., Ph.D.
Leadership, Policy, and Organizations	Leadership and Policy Studies	Educational Leadership and Policy Higher Education Leadership and Policy	M.S., Ph.D. M.S., Ph.D.
Psychology and Human Development		Cognition and Cognitive Neuroscience Cognition in Context Developmental Psychology Quantitative Methods	Ph.D. Ph.D. Ph.D. Ph.D.
Special Education	Special Education	Early Childhood Special Education High Incidence Disabilities Severe Disabilities Visual Impairments	M.S., Ph.D.
Teaching and Learning	Learning, Teaching, and Diversity	Justice and Diversity in Education Language, Literacy, and Culture Mathematics and Science Education Learning and Design	Ph.D. Ph.D. Ph.D. Ph.D.

Admission to the Graduate School

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

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

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

Doctor of Philosophy

The Ph.D. is granted in recognition of high attainment in a special field of knowledge as evidenced by examinations and a dissertation representing independent research.

The degree formally requires 72 hours of graduate study. Specific program requirements vary with the department.

Licensure for Teaching

VANDERBILT offers teacher education programs for postbaccalaureate students leading to initial licensure in the following areas: *elementary (grades K–5) and secondary education (grades 6–12) with endorsement in English, mathematics, biology, chemistry, physics, earth science, history, and political science*. Endorsements in *economics, psychology, and sociology* are available if earned with a history 6–12 endorsement. Music endorsements (*K–12 instrumental/general and K–12 vocal/general*) also are available as a five-year program with Blair School of Music. An additional endorsement program in English Language Learners (*English as a Second Language [PreK–12]*) also is available. Offered by the Department of Teaching and Learning.

Special education—early childhood and preschool (grades PreK–3), interventionist (learning disabilities, behavior disorders) for grades K–8 and/or 6–12, comprehensive (severe and multiple disabilities for grades K–12), or teacher for the visually impaired (visual impairment and blindness) for (grades PreK–12). All of these programs are offered by the Department of Special Education.

Vanderbilt students seeking teacher licensure must apply through the Office of Teacher Licensure at Vanderbilt and must meet licensure requirements in effect at the time of their program completion, which may be different from licensure requirements in effect at the time they entered the program. Requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current *Peabody College Catalog* or visit peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php.

Advanced Licensure Programs

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

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

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

Security Clearance for Experiences in Schools

During the first two weeks of enrollment in a teacher preparation program, a student must pay a \$38 fee and be fingerprinted in Tennessee by IdentoGO, for a Criminal Background Check by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation. The student must register online to pay the fee and to specify that the clearance report will be sent to the following Vanderbilt ID code: ORI TNCC19116. Before background clearance, the student must read the Background Clearance Consent FERPA Form. The student must complete an online data entry form acknowledging the student's agreement to the conditions listed in the consent/FERPA form. Among other agreements is the expectation to notify the Background Clearance Officer if an infraction occurs at any time during enrollment in the program. Visit peabody.vanderbilt.edu/admin-offices/bco/index.php for detailed information.

Admission to Teacher Education (For Graduate Professional Students)

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

Students in graduate professional programs should notify the Office of Teacher Licensure at Vanderbilt of the intent to seek licensure during registration for the first semester of courses. Information will be provided at that time about the licensure process and requirements.

Licensure Audits

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

Because teacher licensure at the graduate level is based partly on a student's liberal arts undergraduate study, an audit will be done on the undergraduate transcript no later than the first two weeks after matriculation. Students seeking secondary licensure also file an audit which pertains to the subject area intended for the teaching endorsement. Forms are at peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php. The audits may be completed as early as during the admissions process.

Liberal Education Core

Liberal Education Core courses usually are completed as part of a student's liberal arts undergraduate program. The liberal audit form, referred to above, lists state standards in humanities, social sciences, natural sciences, mathematics, and communications required for teacher licensure. If deficiencies are noted, additional course work may be required as determined by the student's education faculty adviser or program director.

Professional Core Requirements

Most of the courses used to satisfy licensure requirements also may be used to satisfy degree requirements. Professional courses taken for an undergraduate degree also may be used to meet certain licensure requirements.

Initial Teacher Licensure in Special Education

Students seeking initial licensure in special education must have an introductory professional education course and a course in psychological foundations of education, in addition to the required courses in special education. Major course requirements are listed under Special Education in this catalog.

Meeting Degree and Licensure Requirements

A number of the courses listed as meeting licensure requirements also meet requirements for the postbaccalaureate degree major. In some cases, the need to meet licensure requirements reduces choice in certain categories of requirements for the major. Some of the professional licensure requirements may be met with courses from the student's undergraduate program if appropriate professional courses have been taken. If the student's undergraduate program is deficient in liberal arts areas, these deficiencies must be remedied—usually with courses that cannot count in the graduate degree program.

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

SCREENING

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

Screening II (Admission to Student Teaching/Internship)

Admission to Student Teaching/Internship is not automatic when prerequisite course work and field experiences have been completed. The semester prior to the semester of student teaching, the student must submit an online Screening II application to apply for faculty approval to student teach. At the time of Screening II application, the student must submit additional documents, depending on the program. Documentation of first aid and CPR training must be submitted with the Screening II application. **Deadlines for submission are 1 October for fall semesters, 1 February for spring semesters.** Deadlines are firm; late applications will not be accepted. The Screening II application form is available at peabody.vanderbilt.edu/admin-offices/teacher-licensure/licensure_for_undergraduate_students/screening.php. At the time of screening application, the student should be enrolled in any remaining prerequisite courses. **No course work may be taken during the student teaching semester.**

After an initial review in the Office of Teacher Licensure, the Screening II application and other submitted materials will be considered by departmental faculty. A preliminary faculty review occurs soon after the Screening II deadline. If concerns are found, the student will be counseled. The final faculty review and screening decision will be made at the end of the semester. Faculty evaluation of a student's qualifications for continuation in a teacher education program include academic and performance factors such as the following:

A. Specific Academic Criteria

1. Formal admission to a teacher education program for initial licensure granted

2. Approved program of studies and licensure audit forms on file (see Program of Studies and Licensure)
3. Successful completion of all courses and field work required and prerequisite to student teaching
4. Minimum cumulative grade point average of 3.0 (4.0 scale)
5. Successful completion of standard first aid and CPR training (submit certificate copies with the Screening II application).

B. Specific Faculty Evaluative Criteria

1. *Dependability* (as evidenced by good attendance in classes and practica and the completion of required assignments and procedures on time)
2. *Professional and ethical behavior* (honesty, acceptance of responsibility, emotional maturity, etc.)
3. *Attitude and interpersonal skills* (including the ability to work with students and with peers)
4. *Academic competence* (It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses which might cause denial of a screening application.) Students seeking teacher licensure must be approved by each department through which licensure is sought.
5. *Teaching competence* (as evidenced by successful completion of practica requirements) It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific performance weaknesses which might cause denial of screening applications.

Assessment of these criteria rests on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty. Students will be notified of results of the faculty vote. In instances when there is a negative decision, the student wishing to appeal must do so in writing to the chairperson(s) of the department(s) denying the application. If the initial decision is upheld and the student wishes to continue the appeal, a written petition should be filed with the Administrative Committee of Peabody College. Screening II applicants who are approved to student teach will receive notification of their student teaching placements no later than during the required Student Teacher Orientation (Monday before VU classes begin on Wednesday for the student teaching semester).

Students who have passed Screening II are assigned two specific student teaching/internship placements in the Nashville area. 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 pedagogical and content knowledge deemed by state and national officials to be necessary for success in teaching. Vanderbilt permits licensure students to take the tests at any point in the program; however, most students take the tests when they are nearing the end of coursework in the program and/or early in the student teaching semester at the end of the program. Test scores must be sent to Vanderbilt at code 1871.

Detailed information about which PRAXIS tests are required for Tennessee licensure for the current year is located at peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php. The number and types of tests differ according to the endorsement being sought: for example, the elementary K-5 endorsement requires three tests; the history endorsement requires one test. Tests are expensive. See details at ets.org/praxis.

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. The assessment is completed during the semester the student completes student teaching. Scores must be sent to Vanderbilt and the Tennessee Department of Education. Detailed information about this assessment can be found at edtpa.com.

Student Teaching

Vanderbilt students seeking teacher licensure must complete successfully a 15-week semester of full-time student teaching* in two different grade levels in Nashville area schools and must be recommended for licensure by the supervisors of student teaching and departmental faculty. Prior to the start of student teaching, all prerequisite courses must have been completed, the cumulative GPA must be at least 3.0, and the appropriate departmental faculty must have voted to approve the candidate for student teaching during the previous semester as part of the Screening II application process. **The Tennessee State Department of Education and Metropolitan Nashville Public Schools prohibit student teachers from taking courses during student teaching.** Visit peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php for details. Student teaching/internships are evaluated by the classroom teachers, supervisors of student teaching, and departmental faculty. A positive evaluation and recommendation are required for licensure.

Application for Teacher Licensure and University Recommendation for Licensure

All students completing a teacher education program at Vanderbilt are strongly advised to apply for a license in Tennessee whether or not they plan to teach in this state. In addition, licensure is available in most other states. The student is responsible for applying for licensure through the Office of Teacher Licensure. Each state has its own set of application forms and procedures for licensure; information is available in the Office of Teacher Licensure.

To be licensed through Vanderbilt's teacher education program, a graduate must earn a positive licensure recommendation from the university. The university's decision to recommend a graduate professional candidate for teacher licensure is based upon the following:

1. Maintaining a grade point average of at least 3.000 on a 4.000 scale
2. Receiving a positive recommendation from the student's department as a result of successful completion of the program including the student teaching/internship experience (Pass in student teaching does not guarantee a favorable recommendation).

Accreditation

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

National Council for Teachers of English (NCTE)
Council for Exceptional Children (CEC)
Association for Childhood Education International (ACEI)
National Association for Schools of Music (NASM)
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)

Academic Regulations

The Honor System

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

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

Students are expected to become familiar with the *Student Handbook*, available at the time of registration, which contains the constitution and bylaws of the Honor Council and sections on the Graduate Student Conduct Council, Appellate Review Board, and related regulations. The following is excerpted from the Honor System chapter of the current *Student Handbook*.

“Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council. The following are included as violations:

- Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, discarded computer programs, the aid of another instructor on a take-home exam, etc.); copying from another student’s work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
- Plagiarism on an assigned paper, theme, report, or other material submitted to meet course [or degree] requirements. Plagiarism is defined as incorporating into one’s own work the work of another without properly indicating that source.
- Failure to report a known or suspected violation of the Code in the manner prescribed.
- Any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- Use of texts or papers prepared by commercial or non-commercial agents and submitted as a student’s own work.
- Submission of work prepared for another course without specific prior authorization of the instructors in both courses.
- Falsification of results of study and research.”

Electronic Professional Degree Audits

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

Academic Standards

The academic standards and policies listed here have been established by the Peabody Faculty Council and are applicable to all professional Peabody students. Some degree programs may have additional requirements. Students are advised to consult their departments or major advisers for specific requirements of degree programs.

Grading System

The grading system for professional study at Peabody College includes the letter grades of A, B, C, Pass, No Credit, and F.

Plus or minus modifiers may be associated with letter grades as shown in the table below. Grade point averages are calculated using indicated grade point values.

Defined Grades with Corresponding Grade Points per Credit Hour

A	= 4.000	C+	= 2.300
A-	= 3.700	C	= 2.000
B+	= 3.300	C-	= 1.700
B	= 3.000	F	= 0.000
B-	= 2.700		

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

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

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 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.

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

Course instructors have individual expectations of students auditing courses; auditing students should discuss these expectations with the instructor at the beginning of the semester.

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

Transfer of Credit

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

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

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

M.Ed. and M.P.P. Degree Programs

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

Ed.D. Degree Program

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

Leave of Absence

A student who withdraws from the university or who drops out for one or more semesters (excluding the summer session), first must request a leave of absence through the department. Leaves are granted at the discretion of the department chair and the dean and are for a specified period of time, not to exceed one year. If granted, the leave of absence maintains the student's eligibility to register in future semesters. A student who has suspended matriculation without an approved leave or a student whose leave has expired will be required to reapply to the college and will be subject to new academic policies or new degree requirements, or both.

Full-Time Enrollment

Students with financial aid are often required to be enrolled full time. For purposes of verification of full-time enrollment, the following is required:

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

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

Committee for Protection of Human Subjects—Behavioral Sciences Committee

All faculty and student research projects that involve human participants (including thesis, independent study, doctoral study, and dissertation research) are reviewed by the Committee for Protection of Human Subjects before

the project is undertaken. The interdisciplinary review board functions to alert researchers to potential ethical problems associated with the proposed research procedures.

Requirements for Graduation

Degree candidates must have completed all requirements of the curriculum, have passed all prescribed examinations, have a minimum 3.0 grade point average, and be free of indebtedness to the university.

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.

Commencement

The university holds its annual Commencement ceremony following the spring semester. Degree candidates must have successfully completed the aforementioned requirements for graduation to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.

Archived 2020/2021
Peabody College Catalog

Admission

The on-campus professional programs of Peabody College are designed for students of high academic potential with a commitment to intellectual inquiry in the fields of education and human development. Admission is competitive, and students are selected on the basis of their scholastic preparation and intellectual capacity. In general, those admitted have completed the bachelor's degree at a regionally accredited institution and are expected to present a grade point average (GPA) and work experience as follows:

M.Ed. and M.P.P. A 3.000 GPA (on a 4.000 scale) for the last two years of undergraduate study;

Ed.D. A 3.400 GPA (on a 4.000 scale) on all post-baccalaureate degree-related course work and two years of appropriate professional experience.

Ordinarily, students who have only the baccalaureate degree are admitted to the M.Ed. or M.P.P. program.

Completion of the Graduate Record Examination (GRE) is required as part of one's application for admission to a Peabody professional (M.Ed., M.P.P., or Ed.D.) program. The Miller Analogies Test (MAT) also may be accepted by some departments for certain graduate programs. Official results should be sent to the Vanderbilt University Center for Data Management (see complete postal address below). The Vanderbilt University institutional code is 1871.

In addition to test scores, a completed application for admission includes 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 intellectual and professional objectives. For the Ed.D. programs, three letters of recommendation are required. Two letters of recommendation are required, three preferred, for the M.Ed. and M.P.P. 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. TOEFL and IELTS scores do not substitute for GRE or MAT scores.

Application Procedure

The application process is online and may be initiated at the Peabody College website (*peabody.vanderbilt.edu*).

Admission Deadlines

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

M.Ed., M.P.P., Ed.D., or applicants seeking financial assistance in the form of honor awards, scholarships, and assistantships are required to complete the Free Application for Federal Student Aid (FAFSA), due May 1.

Peabody College continues to process and evaluate applications after December 31 and invites inquiries after that date. Applicants who apply late should realize, however, that admission and financial assistance depend on the availability of space and funds in the department to which they are applying.

Students seeking admission and financial assistance for the spring semester should file application by November 1; those wishing to enter in the summer should file by December 15.

Postal Address

Application materials for all Peabody on-campus programs should be sent to:

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

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

Admission committees consider each applicant's individual merit. Applicants with unusual accomplishments who do not meet all formal requirements receive full consideration.

Digital Learning Programs

Peabody College also offers two degree programs online: an M.Ed. in Human Development Counseling with a specialization in school counseling, and an Ed.D. in Leadership and Learning in Organizations. For information about admissions, application procedures, and application deadlines for the Peabody Digital Learning programs, please visit the website at peabodyonline.vanderbilt.edu.

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's providing the required documentation. Students who are not able to provide evidence of prior degrees will not be permitted to register for subsequent terms and 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.

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

Main USECC Objectives:

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

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

The ELC offers a wide variety of additional courses and workshops for Vanderbilt University students, scholars, faculty, and staff at little or no cost. Students may take courses through the ELC in addition to U.S. Education Concepts and Communication; however, other courses will not fulfill this academic requirement. Learn more about the offerings available at the ELC.

Transcript Evaluation. International students with degrees from non-U.S. institutions are required to have their transcripts evaluated by an approved credentials evaluating agency and to have an official report sent by the agency to the Vanderbilt University Center for Data Management. World Education Services (WES) is the preferred agency used by Peabody College. A WES evaluation is not required for the application.

Financial Resources. To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet expected costs of their entire educational program. Applicants must provide documentary evidence of their financial resources before visa documents can be issued.

United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work only under special circumstances on a part-time basis or as a result of emergency financial need, and then normally only after the first year of study. Spouses and dependents of international students generally are not allowed to be employed while in the United States.

Health and Accident Insurance. International students, whether attending the university full time or part time, and their dependents residing in the United States are required to purchase the university's international student health and accident insurance, unless in the judgment of the university adequate coverage is provided from some other source. Information concerning the limits, exclusions, and benefits of this insurance coverage can be obtained from the Student Health Center.

Graduate Record Examination (GRE). The GRE is a standardized examination designed to indicate aptitude for graduate study. Completion of the GRE is required as part of application for admission to a Peabody College professional (M.Ed., M.P.P., or Ed.D.) degree program. Official test results should be sent to the Vanderbilt University Center for Data Management. The Vanderbilt University institutional code is 1871. Applicants to Ph.D. programs also must submit GRE scores.

Information. Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by International Student and Scholar Services, Student Life Center, 310 25th Avenue South, Suite 103, Nashville, TN 37240 U.S.A. (or visit vanderbilt.edu/isss).

Financial Information

Tuition for professional students at Peabody College for the academic year 2020/2021 is \$2,025 per hour.

Rates for tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

Other Fees (2020/2021)

Student health insurance	3,655
Student service fees	542
Thesis binding (two copies)	25
Recorded audit	10
One-time transcript fee	100
Non-refundable matriculation deposit	250

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 January 2 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 and Dormitory Charges

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

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

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

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

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

If you have any additional questions you may contact our office at peabody.financialaid@vanderbilt.edu.

Federal/State Aid

Financial aid is available from several federal and state student financial aid programs on the basis of financial need. Any United States citizen or permanent resident who is accepted for admission and who demonstrates financial need is eligible to participate. This aid may be renewed annually by students who continue to qualify, if they are in good academic standing and are making satisfactory academic progress.

To apply/reapply, applicants should:

1. Complete the Free Application for Federal Student Aid (FAFSA). This application is required to apply for any form of federal assistance.
2. Complete all financial statements and supplemental forms which may be required to apply for private and institutional sources of need-based financial assistance.

Federal programs in which Vanderbilt participates include the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG) programs, which are restricted by law to undergraduates only. The Office of Student Financial Aid and Scholarships awards all forms of federal aid, which include, but are not limited to Federal Direct Stafford Loans, Perkins Loans, and Federal Work-Study, as well as alternative loans.

Courses of Study

Explanation of Symbols

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

1000 to 4999-level courses carry undergraduate credit.

5000 to 9000-level courses are for post-baccalaureate credit only, unless approved for undergraduate credit by the course instructor, the student's adviser, and the dean of Peabody College.

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

Some courses are tentative. A definitive Schedule of Courses is published each semester by the 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
FLED	Foreign Language 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
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

Human and Organizational Development

CHAIR Paul W. Speer

ASSOCIATE CHAIR Nicole A. Cobb

DIRECTOR OF GRADUATE STUDIES Brian D. Christens

PROFESSORS EMERITI Joseph J. Cunningham, Paul R. Docecki, Craig Anne Heflinger, Robert B. Innes

PROFESSOR OF THE PRACTICE, EMERITA Vera A. Stevens Chatman

PROFESSORS Sandra Barnes, Bradley T. Erford, Velma McBride Murry, Maury Nation, Douglas D. Perkins, Marybeth Shinn, Paul W. Speer

RESEARCH PROFESSOR Mark Lipsey

PROFESSOR OF THE PRACTICE Andrew J. Finch, Sharon L. Shields, Mark D. Cannon
ASSOCIATE PROFESSOR EMERITUS Richard L. Percy
ASSOCIATE PROFESSORS Brian D. Christens,
ASSOCIATE CLINICAL PROFESSOR Nina C. Martin
ASSOCIATE PROFESSORS OF THE PRACTICE Kimberly D. Bess, Nicole A. Cobb, Leigh Z. Gilchrist, Sarah V. Suiter
ASSISTANT PROFESSORS Ashley Carse, David K. Diehl, Anjali Forber-Pratt, Yolanda J. McDonald, Jessica M. Perkins, Sara Safransky
RESEARCH ASSISTANT PROFESSORS Gabrielle Chapman, Caroline Christopher
ASSISTANT PROFESSORS OF THE PRACTICE Gina L. Frieden, Heather L. Smith
PRINCIPAL SENIOR LECTURERS Leslie D. Kirby, Andrew J. Van Schaack
SENIOR LECTURERS Heather Fedesco, Jeremy Payne
LECTURERS Kelly Duncan, Karen Enyedy, Heather C. Lefkowitz, Nancy Nolan, Kristen C. Tompkins

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

Community Development and Action
Community Agency Administrator
Community Development Specialist
Program Planning and Evaluation Specialist

Human Development Counseling
Clinical Mental Health Counseling
School Counseling

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

Graduate Degrees

Master of Science and Doctor of Philosophy

The graduate Program in Community Research and Action is an interdisciplinary program combining community psychology, urban sociology, human geography, and community development. It trains action-researchers committed to promoting social justice in rigorous theoretical analysis and research methods to prepare them for careers in academia, research, and public policy. The Ph.D. includes (a) a core set of courses covering community psychology, community development, ethics, inequality, diversity and social justice, public and community health, and organizational theory and change; (b) research methodology covering quantitative and qualitative methods, action research, field research, and program evaluation; (c) advanced content areas; and (d) minors that are designed individually, drawing from other departments and specializations within Peabody College (e.g., leadership and organizations, quantitative psychology) and departments and schools throughout the university (e.g., economics, sociology, divinity, nursing). Planning is done with the major professor and approved by the student's committee. Students are expected to take a master's degree as part of their doctoral studies. Students entering with a nonempirical master's degree are expected to complete an empirical study.

Programs in the Department

Master of Education Program in Community Development and Action

The master of education Program in Community Development and Action (CDA) is designed for those who desire practical training for work in either public or private community service, planning, or development organizations. Persons receiving the degree would become a public or not-for-profit administrator, religious or health organization administrator, program planner or evaluator. Some CDA students pursue doctoral study upon graduation. The practicum will be in government, policy, economic, education, neighborhood, and human service settings.

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

Degree Requirements

COMMUNITY DEVELOPMENT AND ACTION CORE *15 hours--All required*

HOD 6100 Master's ProSeminar: Becoming a Change Agent [3]
HOD 6210 Community Inquiry [3]
HOD 7210 Community Development Theory [3]
HOD 6600 Pre-Practicum for Community Development and Action [3]
HOD 8100 Theories of Inequality, Diversity, and Social Justice [3]

or

HOD 6500 Diverse Populations [3]

CDA TOPIC COURSES *9 hours--Required*

Examples of courses include:

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]
HOD 7600 Global Dimensions of Community Development [3]

ELECTIVES *6 hours*

Selection of elective courses made in consultation with program adviser. Elective courses may be taken within the department or from other departments in the University. All elective courses must be master's-level courses or higher.

TOTAL MINIMUM HOURS: *30 hours*

Specialization in Poverty and Intervention

This 15- hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in community development and action, child studies, learning and design, or learning, diversity, and urban studies.

REQUIRED COURSES *15 hours*

EDUC 6460 Language, Education and Diversity [3]
PSY-PC 7500 Development in Context: The Effects of Poverty [3]
HOD 7120 Human Development and Preventative Intervention [3]
PSY-PC 7500 Developmental Cognitive Neuroscience [3]
Research Methods Course (applicable to student's concentration) [3]

Dual Degree Program in CDA and Divinity

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

Master of Education Program in Human Development Counseling

The goal of the master of education Program in Human Development Counseling (HDC) is to educate mental health generalists to function as counselors in a host of mental health settings. Students may concentrate in one 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 48 total minimum hours, and the dual track option requires 63 total minimum hours. The school counseling program is offered on campus and through a digital learning delivery system.

Accreditation

The clinical mental health counseling program and campus-based school counseling program are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The accreditation runs through October 31, 2021. The school counseling digital learning program has applied for CACREP accreditation.

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

Obtaining credentials as a nationally certified counselor (NCC) is possible by completing these programs. In addition, licensure as a school counselor may be obtained through appropriate course work. A student wishing to be licensed as a licensed professional counselor (LPC) may arrange through additional course work and supervision to apply for licensure, depending on state regulations. Individuals interested in clinical psychology training or licensure as a psychologist, however, should apply to programs approved by the American Psychological Association.

Curriculum Areas

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

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

II. Social and Cultural Diversity: Provides a context for relationships, issues, and trends in a multicultural and diverse society. Relates such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socio-economic status, and unique characteristics of individuals, couples, families, and groups. Explains theories of multicultural counseling, self-awareness, advocacy and conflict resolution.

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

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

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

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

VII. Assessment and Testing: Provides overall understanding, historical perspectives, basic techniques, statistical concepts and theories of reliability and validity related to assessment. Describes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and gender-related factors are also considered.

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

Human Development Counseling Tracks

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

Clinical Mental Health Counseling Track

The clinical mental health counseling track prepares master's-level counselors for careers in various social service agencies, and mental health centers, as well as other mental health organizations. Private practice as a licensed professional counselor (LPC) is an achievable goal for individuals who pursue this track. Other students may choose to continue their academic training in Ph.D. programs such as counselor education or counseling psychology.

The 60-semester-hour curriculum includes a full year internship placement in a community setting. These settings include drug and alcohol treatment centers, hospitals, schools, group homes, community mental health centers, and other nonprofit settings. Internships are tailored to students' particular interests. This curriculum includes 51 semester hours of required courses and an additional nine semester hours of elective courses.

School Counseling Track

The school counseling track prepares individuals to work as Professional School Counselors, K–12. The track meets all requirements leading directly to licensure as a professional school counselor in Tennessee, and prepares school counselors to provide services meeting students' academic, career, and personal/social needs. This training will also allow students to continue their academic training in Ph.D. programs such as counselor education. The school counseling track may be pursued on campus or through the Digital Learning Program.

The requirements for this track encompass a 48-semester-hour curriculum (42 required credits and six elective credits) which includes a semester-long practicum plus a full-year internship placement in a school setting. The curriculum is rooted in the American School Counseling Association (ASCA) National Model, which emphasizes professional foundations along with program delivery, management, and accountability.

Dual Track

The dual track option allows a student to meet the requirements for both clinical mental health counseling and school counseling as detailed above. Students must complete all of the course and field experience requirements for both tracks.

Degree Requirements

HUMAN DEVELOPMENT COUNSELING CORE 27 hours

HDC 6010. Theories of Counseling [3]

HDC 6100. Career Counseling [3]

HDC 6110. Appraisal and Assessment [3]

HDC 6120. Social, Legal and Ethical Issues in Counseling [3]

HDC 6130. Developmental Counseling Psychology [3]

HDC 6150. Counseling Diverse Populations [3]

HDC 6160. Group Counseling [3]

HDC 6330. Pre-Practicum [3]

HDC 7810. Research in Counseling [3]

FIELD EXPERIENCE *9 hours*

HDC 7950. Practicum in Clinical Mental Health Counseling [3] *or* HDC 7951. Internship in School Counseling I [3]
HDC 7980. Internship in Clinical Mental Health Counseling [3; two semesters] *or* HDC 7981. Internship in School Counseling II [3; two semesters]

CLINICAL MENTAL HEALTH COUNSELING TRACK *15 hours*

HDC 6400. Foundations of Clinical Mental Health Counseling [3]
HDC 6430. Diagnosis and Treatment Using the DSM [3]
HDC 6440. Advanced Developmental Counseling [3]
HDC 6420. Trauma: Impact and Intervention [3]
HDC 6340. Addictions and the Human Service Professional [3]

SCHOOL COUNSELING TRACK *6 hours*

HDC 6200. Special Topic: Foundations of Professional School Counseling and Guidance [3]
HDC 6230. Exceptional Education and the DSM for School Counselors [3]

POSSIBLE HDC ELECTIVES

CLINICAL MENTAL HEALTH COUNSELING TRACK *9 hours*
SCHOOL COUNSELING TRACK *6 hours*

HDC 6220. Counseling for College Access, Admissions, and Completion [1-3]
HDC 6310. Developmental Approach to Personal Loss and Grief [3]
HDC 6320. Theories and Techniques of Counseling with Children and Adolescents [3]
HDC 6340. Addictions and the Human Service Professional [3]
HDC 6350. Substance Misuse and Addictions in Schools [3]
HDC 6410. Marriage and Family Counseling [3]
HDC 6420. Trauma: Impact and Intervention [3]
HDC 6430. Diagnosis and Treatment Using the DSM [3]
HDC 7300. Cognitive Behavior Therapy and Related Evidence-based Approaches in Practice [3]
HDC 7500. Special Topics: Human Sexuality and Intervention [3]

TOTAL MINIMUM HOURS:

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

Human Development Studies - Organizational Track

The Human Development Studies-Organizational Track curriculum is designed to prepare you for a successful career focused on finding solutions to human problems in public, private, and non-profit organizations, agencies, and communities. From personal relationships to group dynamics to entire organizational structures, the principles of effective human development studies can be applied in many ways. In this innovative program, you'll develop skills to drive and manage change working with diverse populations in a wide range of settings, and set yourself apart as an effective leader focused on equity and systemic change who can effectively lead organizations into the future.

The Peabody Difference

- The emphasis on applying systemic, developmentally appropriate strategies and interventions throughout the life span is a unique aspect of the program.
- Students are trained to integrate knowledge of developmental processes in their work with systems, individuals, schools, and communities.
- Faculty work to include multicultural and ethical understanding and perspectives into experiential curricular activities.
- Prepares graduates to fill the constant need for workplace training, education, and change management.

Total Minimum Hours: 30

Leadership, Policy, and Organizations

CHAIR Carolyn J. Heinrich

ASSOCIATE CHAIR Brenda L. McKenzie

DIRECTOR OF GRADUATE STUDIES Sean P. Corcoran

DIRECTOR OF UNDERGRADUATE STUDIES Mark D. Cannon

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

PROFESSORS Ellen B. Goldring, Carolyn J. Heinrich, Joseph Murphy, William R. Doyle, Jason Grissom

PROFESSOR OF THE PRACTICE EMERITA Janet Eyster

PROFESSOR OF THE PRACTICE Mark D. Cannon

ASSOCIATE PROFESSORS Felipe Barrera-Osorio, Sean P. Corcoran, Shaun M. Dougherty, Brent J. Evans, Christopher P. Loss, Claire E. Smrekar

ASSOCIATE PROFESSORS OF THE PRACTICE Xiu Chen Cravens, Susan Douglas, Brian L. Heuser, Catherine Gavin Loss, Brenda McKenzie, Christine Quinn Trank, Marisa Cannata

ASSISTANT PROFESSORS Christopher Candelaria, Joanne W. Golann, Matthew Shaw, Adela Soliz, Kelly Slay

RESEARCH ASSISTANT PROFESSOR Mollie Rubin

ASSISTANT PROFESSORS OF THE PRACTICE David Laird, Patrick Schuermann

SENIOR LECTURERS Ryan Balch, Laura Booker, Corbette Doyle

LECTURERS Tracey Armstrong, Jeremy Bolton, Cynthia Nebel, Michael Neel, Eve Rifkin

THE Department of Leadership, Policy, and Organizations takes as its mission “to understand and enhance the social and institutional contexts in which learning occurs.” To fulfill this mission, the department engages in multidisciplinary social and behavioral science research, professional development of leaders, and outreach projects. The professional development and leadership preparation activities encompass higher education and K–12 schools, public and private institutions, human services organizations, policy-related settings, and corporate entities. Programs in the department prepare students for a variety of professional careers in seven program areas:

Educational Leadership and Policy (Ed.D.)

Higher Education Leadership and Policy (Ed.D.)

Higher Education Administration (M.Ed.)

Independent School Leadership (M.Ed.)

International Education Policy and Management (M.Ed.)

Leadership and Learning in Organizations (Ed.D.)

Leadership and Organizational Performance (M.Ed.)

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

Courses offered in the Department of Leadership, Policy, and Organizations are listed in the courses section of this catalog.

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

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.

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

Degree Requirements

DOCTORAL CORE

EHLP 8110. Advanced Leadership Theory and Behavior [3]

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

EHLP 8130. Advanced Organizational Theory and Behavior [3]

EHLP 8140. Social Context of Education [3]

EHLP 9340. International Issues in Education Policy [3]

METHODS CORE

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

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

EHLP 9992. Capstone Project Seminar [6]

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

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

The 84-hour Ed.D. Program in Higher Education Leadership and Policy equips practitioners with a variety of theoretical and research-based perspectives to assure the effective operation of colleges and universities and related higher education organizations. Ed.D. students focus on colleges 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

EHLP 8110. Advanced Leadership Theory and Behavior [3]
EHLP 8120. Advanced Learning and Performance in Organizations [3]
EHLP 8130. Advanced Organizational Theory and Behavior [3]
EHLP 8140. Social Context of Education [3]
EHLP 9340. International Issues in Education Policy [3]

METHODS CORE

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

HLP 8250. Advanced Post-secondary Access [3]
HLP 8210. Advanced College and University Management [3]
HLP 8230. Advanced Nature and Function of Higher Education [3]
HLP 8220. Public Policy and Higher Education [3]
HLP 8240. The College Student: Advanced [3]
HLP 9310. College and University Finance [3]
EHLP 8240. Education Law [3]

CAPSTONE

EHLP 9992. Capstone Project Seminar [6]

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

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

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, annual 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 8120 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 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 8210 Data Science
LLO 8230 Program Evaluation

LEARNING AND DESIGN STRAND

LLO 8160 Psychological Perspectives on Learning
LLO 8170 Learning and Design in Context
LLO 8200 Design for Learning in Communities

CONVENINGS

LLO 8710 Campus Convening I: Applied Inquiry
LLO 8712 Campus Convening II: Qualitative Analysis
LLO 8713 Campus Convening III: Capstone Final Presentations

CAPSTONE

LLO 8900 Capstone Seminar I
LLO 8910 Capstone Seminar II

Master's Level Professional Programs

Higher Education Administration (M.Ed.)

The Program in Higher Education Administration is designed to prepare students for entry-level administrative positions in colleges and universities, state agencies, or nonprofits that work in the higher education sector. Students who pursue a master's degree in higher education administration focus their studies in three areas of concentration: student affairs, enrollment management, and general administration and policy. Students choose a concentration area based on their professional interests and aspirations. All students in the higher education administration program must complete a minimum of 36 hours of course work and pass a comprehensive exam. Students who maintain a full-time course load (9 hours per semester) can complete their M.Ed. in two academic years or four semesters.

Degree Requirements

HIGHER EDUCATION CORE *12 hours*

HEA 6010. College and University Management [3]
HEA 6020. Nature and Function of Higher Education [3]
HEA 6030. Post Secondary Access [3]
HEA 6040. State and Federal Government in Higher Education [3]

METHODS CORE *6 hours*

LPO 7860. Research Design and Data Analysis I [3]
LPO 7870. Research Design and Data Analysis II [3]

PRACTICUM *3 hours*

HEA 7950. Practicum in Higher Education Administration [3]

CONCENTRATION AREA *6 hours*

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

ELECTIVES *9 hours*

TOTAL MINIMUM HOURS: *36 hours*

Student Affairs

The concentration in student affairs is for those students who aspire to various student affairs/student-facing positions on college and university campuses (e.g. housing, campus activities and events, Greek life, multicultural affairs, international student services). Students in this concentration will study the theoretical grounding and the practical implications that shape this work addressing student development, retention, belonging, engagement, and inclusion.

STUDENT AFFAIRS *6 hours*

HEA 6500. Practice of Student Affairs [3]
HEA 6520. Theory of Student Affairs [3]

Enrollment Management

The concentration in enrollment management enables students to understand how the tools and techniques of enrollment management can help to recruit, admit, and graduate students in a way that enhances the educational mission of an institution of higher education. Students in this concentration will study both the practical implementation of enrollment management and the broader strategic concerns that shape the enrollment management process. This concentration prepares students for work in admissions offices, development, or institutional research, among other options.

ENROLLMENT MANAGEMENT *6 hours*

HEA 6110. Introduction to Enrollment Management [3]
HEA 6100. Practice of Enrollment Management [3]

General Administration and Policy

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

GENERAL ADMINISTRATION AND POLICY *6 hours*

Two courses selected with the assistance of the adviser

Master of Education Program in Independent School Leadership

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

Degree Requirements

YEAR 1—*Summer 12 hours*

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

YEAR 1—*Fall 3 hours*

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

YEAR 1—*Spring 3*

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

YEAR 2—*Summer 12*

ISL 7210. Historical, Fiscal, and Legal Dimensions of Independent Schools. [2.5]
ISL 7220. Organizational and Human Capital Development [2]
ISL 7230. Educating the Whole Child [1.5]
ISL 7240. Innovations in Learning [2]
ISL 7250. Leadership and the Learning Spectrum [4]

Master of Education Program in International Education Policy and Management (M.Ed.)

The International Education Policy and Management program equips students with the skills and knowledge to become change makers in the field of international education (K-12 and higher education) and human and economic development. Students gain a solid theoretical and practical understanding of public policy issues facing education systems and nontraditional learning environments in diverse contexts around the world. Through core courses that provide a strong foundation in education research and data analysis with a focus on practical application, students are prepared to critically address salient issues within international education, including relationships between education and economic growth, social cohesion, global health, and other dimensions of human development. To meet the degree requirements, students must take a minimum of 36 hours of course work, satisfy practicum requirements, and complete the final assessment.

Degree Requirements

INTERNATIONAL EDUCATION POLICY AND MANAGEMENT CORE *12 hours*

IEPM 6110. International Organizations and Economic Development [3]
IEPM 6120. International K-12 Education Policy [3]
IEPM 6130. Comparative Issues in Higher Education [3]
IEPM 6140. Education Policy and Global Human Development [3]

METHODS *6 hours*

LPO 7860. Research Design and Data Analysis I [3]
LPO 7870. Research Design and Data Analysis II [3]
Other choices made in consultation with program adviser.

PRACTICUM *0-9 hours*

IEPM 7950. Practicum in Education [0-6]
IEPM 7990. IEPM Practicum Professional Portfolio [3]

ELECTIVES *12-18 hours*

EDP 6110. Politics of Policymaking [3]
EDP 6140. Economics of Education/Education Policy [3]
EDP 6220. Urban Education and Social Policy
EDP 7880. Education Policy and Program Evaluation [3]
ELP 8210. Resource Allocation and Deployment [3]
ELP 8220. Educational Accountability and Student Assessment [3]
ELP 8230. Politics and Governance in Education [3]
HEA 6010. College and University Management [3]
HEA 6110. Introduction to Enrollment Management [3]
HEA 6310. College and University Finance [3]
IEPM 6200. 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*

Master of Arts in Latin American Studies/Master of Education in International Education Policy and Management Combined Program (M.A./M.Ed.)

Students with dual interests in International Education Policy and Management and Latin American Studies may apply to the M.A./M.Ed. dual-degree program. Available through the Center for Latin American Studies of the College of Arts and Science and the Department of Leadership, Policy, and Organizations at Peabody College of education and human development, this dual degree can be obtained in three full years with full-time study. Candidates for admission must apply and be accepted separately to each school and program.

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

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

Master of Education Program in Leadership and Organizational Performance (M.Ed.)

The master's Program in Leadership and Organizational Performance prepares professionals who understand the social and organizational frameworks in which human performance, communication, change, learning, and development take place and who can lead, influence, and implement those frameworks at the highest levels of organizational effectiveness. The program attracts those who desire the development and use of their leadership abilities in many different organizational settings including for-profit, nonprofit, education, and government agencies. Students must complete 36 hours of course work, including an applied experience that includes a structured internship 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 *15 hours*

LOP 6110. Organizational Theory and Behavior [3]
LOP 6120. Learning Organizations [3]
LOP 6130. Strategy and Analytics I [3]
LOP 6140. Strategy and Analytics II [3]
LOP 6150. Evaluation of Organizational Performance [3]

INTERNSHIP/CAPSTONE *3 hours*

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

ELECTIVES *18 hours*

LOP 6200. Learning and Performance in Organizations [3]
LOP 6210. Design of Human Resource Development Programs [3]
LOP 6220. Consultation Skills [3]
LOP 6230. Organizational Development [3]
LOP 6240. Leading and Facilitating Groups [3]
LOP 6250. Human Resource Planning and Business Processes [3]
LOP 6260. Executive Coaching [3]
LOP 6270. Leading Globally Diverse Organizations [3]
LOP 6280. Organizational and Corporate Communication [3]
LOP 6290. Talent Management [3]
LOP 6310. Strategic Workforce Planning [3]
EDP 6150. Public Leadership [3]
LPO 7200. Grants, Policy, and Administration [3]

TOTAL MINIMUM HOURS: *36 hours*

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

The Master of Public Policy in Education program is a two-year professional course of study leading to the M.P.P. Students in the M.P.P. program explore a practice-focused curriculum grounded in social science research and study the social, economic, political, and historical context of contemporary education policy. The 36-hour, multidisciplinary M.P.P. program comprises a policy core, data analysis and methods sequence, and specialty concentrations in K-12 policy, higher education policy, or quantitative research methods. All M.P.P. students complete a field-based practicum experience and apply the content knowledge and analytical skills derived from M.P.P. course work to professionally based policy work. A culminating 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 6120. Education Policy and School Reform [3]
EDP 6130. American Education History and Policy [3]
EDP 6140. Economics of Education [3]

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

HEA 6020. Nature and Function of Higher Education [3] (can substitute for EDP 6130)
HEA 6040. State and Federal Government in Higher Education [3] (can substitute for EDP 6120)

METHODS *9 hours*

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

POLICY ELECTIVES *12 hours*

EDP 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]
ELP 8240. K-12 Education Law [3]
HEA 6010. College and University Management [3]
HEA 6310. College and University Finance [3]
HLP 8220. Public Policy and Higher Education [3]
IEPM 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

PRACTICUM *0 hours* / PORTFOLIO *3 hours*

EDP 7950. Practicum in Education Policy [0]
EDP 7990. MPP 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 may substitute the following for the course listed next to it:

HEA 6020. Nature and Function of Higher Education [3] (can substitute for EDP 6130)
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

PSY-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]
ELP 8240. K-12 Education Law [3]
HEA 6010. College and University Management [3]
HEA 6310. College and University Finance [3]
HLP 8220. Public Policy and Higher Education [3]
IEPM 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

PRACTICUM *0 hours* / PORTFOLIO *3 hours*

EDP 7950. Practicum in Education Policy [0]
EDP 7990: MPP Practicum Portfolio [3]

TOTAL MINIMUM HOURS: *36 hours*

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

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

Master of Public Policy/Master of Business Administration Dual Degree Program

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.

Graduate School Degrees

Doctor of Philosophy

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

Psychology and Human Development

CHAIR Bethany Rittle-Johnson

DIRECTOR OF GRADUATE STUDIES David Cole

PROFESSORS EMERITI Leonard Bickman, Penelope Brooks, David Cordray, Carl Haywood, Robert Innes, James Hogge, Kathleen Hoover-Dempsey, John Rieser, Howard Sandler, James Steiger, Tedra Walden, Bahr Weiss

PROFESSORS Camilla P. Benbow, Amy Booth, James Booth, David Cole, Bruce Compas, Elizabeth Dykens, Judy Garber, Daniel Levin, David Lubinski, Amy Needham, Kristopher Preacher, Bethany Rittle-Johnson, Joseph Lee Rodgers III, Megan Saylor, Duane Watson,

ASSOCIATE PROFESSORS Sarah Brown-Schmidt, Sun-Joo Cho, Laura Novick, Gavin PriceCraig Smith, Sonya Sterba, Georgene Troseth, Hao Wu

ASSOCIATE CLINICAL PROFESSORS Nina Martin, F. Joseph McLaughlin III

ASSISTANT PROFESSORS Lisa Fazio, Kathryn Humphreys, Autumn Kujawa, Jonathan Lane, Gavin Price

ASSISTANT PROFESSOR OF THE PRACTICE Vicki Harris

PRINCIPAL SENIOR LECTURER Leigh Wadsworth

SENIOR LECTURERS Shane Hutton, Julia Noland

LECTURERS Li Chen, Jennifer Dunbar

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.

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

Programs in the Department

Master of Education Program in Child Studies

The Master of Education (M.Ed.) in Child Studies program is designed to train knowledgeable practitioners and researchers in a range of fields related to child and adolescent development. Through the program 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]

or

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

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).

Specialization in Poverty and Intervention

This fifteen hour specialization takes an ecological perspective that enables students to view issues at multiple levels including neurological processes, child development, family functioning and community dynamics. As they learn

about developmental processes and the family and community contexts within which development occurs, students will be introduced to models that operate at the individual, family, school and community level. Thus, students will learn to view development and intervention through the lenses of multiple disciplines.

This specialization is intended for students across three departments with a first major in community development and action, child studies, learning and design, or learning, diversity, and urban studies.

REQUIRED COURSES 15 hours

EDUC 6460 Language, Education and Diversity [3]
PSY-PC 7500 Development in Context: The Effects of Poverty [3]
HOD 7120 Human Development and Preventative Intervention [3]
PSY-PC 7500 Developmental Cognitive Neuroscience [3]
Research Methods course (applicable to student's concentration) [3]

Master of Education Program in Quantitative Methods

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. 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.

Degree Requirements

THREE REQUIRED QM COURSES [9 hours]

PSY-GS 8861. Statistical Inference [3]
PSY-GS 8864. Experimental Design [3]
PSY-GS 8878. Statistical Consulting [3]

REQUIRED SEMINAR ENROLLMENTS [1 hour]

Students attend the QM colloquium series PSY-GS 8855 and enroll for one hour in their final semester

REQUIRED INTERNSHIP [2]

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 (7 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 8867. Multivariate Statistics [3]
PSY-GS 8870. Correlation and Regression [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

Doctor of Philosophy

Clinical Psychology (Ph.D. in Psychology)

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

Developmental Psychology (Ph.D. in Psychology)

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

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

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

Quantitative Methods (Ph.D. in Psychology)

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

Cognition and Context (Ph.D. in Psychology)

The Cognition in Context specialization combines basic research in cognition with research exploring learning and performance in real-world contexts. Our core focus is upon cognitive processes as they unfold in context, and our faculty all operate within a psychological science framework that emphasizes experimental analysis of cognition using behavioral and brain-based methodologies. A key feature of the program is that it encompasses a wide range of contexts, ranging from conversations to informal and formal education, and focuses on the cognitive processes that underlie everyday knowledge and foundational skills. In all cases, we combine research on basic processes with an interest in how cognition supports real-world performance and change.

Special Education

CHAIR Joseph H. Wehby

DIRECTOR OF GRADUATE STUDIES Robert M. Hodapp

DIRECTOR OF PROFESSIONAL STUDIES Alexandra Da Fonte

DIRECTOR OF UNDERGRADUATE STUDIES Andrea M. Capizzi

PROFESSORS EMERITI Anne L. Corn, Joseph J. Cunningham, Randall K. Harley, Ted. S. Hasselbring, Carolyn Hughes, Daniel J. Reschly, Mark Wolery, Paul J. Yoder

PROFESSORS Marcia Barnes, Erik William Carter, Laurie Cutting, Douglas Fuchs, Lynn S. Fuchs, Mary Louise Hemmeter, Robert M. Hodapp, Ann P. Kaiser, Jeanne (Pursley) Wanzek,

PROFESSOR OF THE PRACTICE Kimberly J. Paulsen

ASSOCIATE PROFESSORS Erin Barton, Joseph H. Wehby, Jennifer Ledford

ASSOCIATE PROFESSORS OF THE PRACTICE Naomi Chowdhuri Tyler, Alexandra Da Fonte, Andrea M. Capizzi

RESEARCH ASSOCIATE PROFESSOR Tamara Stambaugh

ASSISTANT PROFESSORS Elizabeth Biggs, Joseph Lambert, Blair Lloyd

ASSISTANT PROFESSOR OF THE PRACTICE Rachel Schles

LECTURERS Nea Houchins-Juarez, Johanna Staubitz, Brenna Tally Simmons

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

Courses offered in the Department of Special Education are listed in the courses section of this catalog.

Programs in the Department

Master of Education Programs in Special Education

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

Programs of study can lead to special education licensure (see Licensure for Teaching). Students develop competencies in all categories of exceptionality but specialize in one of the 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. 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

EARLY CHILDHOOD SPECIAL EDUCATION

SPED 7400. Management Procedures for Academic and Social Behavior [3]

SPED 7800. Speech and Language for Exceptional Learners [3]
SPED 8810. Introduction to Single Subject Case Research Methodology [3]
SPEDE 7100. Advanced Issues in Family Intervention [3]
SPEDE 7400. Instruction and Learning in Early Childhood Special Education [3]
SPEDE 7450. Screening and Assessment in Early Childhood Special Education [3]
SPEDE 7700. Teaching Reading to Students with Disabilities in Early Childhood [3]
SPEDE 7951. Fieldwork in Early Childhood Special Education [4]
SPEDE 7953. Advanced Fieldwork in Early Childhood Special Education [3]
SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities [3]

INTERVENTIONIST SPECIALIST: K-8

SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7810. Research Methods in Special Education [3]
SPEDH 7100. Trends and Issues in Learning Disabilities [3]
or
SPEDH 7200. Trends and Issues for Students with Behavior Disorders [3]
SPEDH 7300. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8 [3]
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]
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 High Incidence Disabilities[3]

INTERVENTIONIST SPECIALIST: 6-12

SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7810. Research Methods in Special Education [3]
SPEDH 7100. Trends and Issues in Learning Disabilities [3]
or
SPEDH 7200. Trends and Issues for Students with Behavior Disorders [3]
SPEDH 7310. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: 6-12 [3]
SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties [3]
SPEDH 7400. Teaching High School 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 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 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]
2 Elective Courses [6]

SEVERE DISABILITIES (LICENSURE: COMPREHENSIVE)

SPED 7400. Management Procedures for Academic and Social Behavior [3]
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 7700. Characteristics of Students with Intellectual and Multiple Disabilities [3]
SPEDS7951. 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]

VISUAL IMPAIRMENTS (LICENSURE: TEACHER OF THE VISUALLY IMPAIRED)

SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPEDV 7510. Medical and Educational Implications of Visual Impairments [3]
SPEDV 7520. Educational Procedures for Students with Visual Impairments [3]
SPEDV 7530. Advanced Braille [3]
SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments [3]
SPEDV 7550. Orientation and Mobility Skills for Teachers of Students with Visual Impairments [3]
SPEDS 7700. Characteristics of Students with Autism, Intellectual, and Multiple Disabilities [3]
SPEDV 7570. Advanced Procedures for Students with Visual Impairments [3]
SPEDV 7951. Fieldwork in Visual Impairments [3]
SPEDV 7953. Advanced Fieldwork in Visual Impairments [3]

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 Program

The Applied Behavior Analysis specialization program is offered in conjunction with a primary specialization in early childhood special education, high incidence disabilities, or severe disabilities. This additional specialization teaches students to conduct functional behavioral assessments, write behavior intervention programs, consult regarding intervention programs for a range of individuals with behavior problems, and supervise behavior providers. Once the course work and internship associated with the behavior analysis specialization have been met, and at least a master's degree has been earned, graduates will be eligible to sit for the Behavior Analysis Certification Board Exam. Individuals who pass the board exam become Board Certified Behavior Analysts.

REQUIRED COURSES *19 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 7600. Advanced Procedures in Classroom Management [3]
SPED 7981. Theory in Behavioral Analysis [3]

ELECTIVE COURSES (Choose one)

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

BEHAVIOR ANALYSIS INTERNSHIP REQUIREMENTS

Students are required to participate in a minimum of two 375-hour internship experiences and complete a capstone project. Internships consist of supervised time in one mandatory internship and one elective internship in combination with research assistant work and other qualifying field experiences (1 credit hour).

Teaching and Learning

CHAIR Deborah W. Rowe

ASSOCIATE CHAIR Marcy Singer-Gabella

DIRECTOR OF GRADUATE STUDIES Kevin Leander

PROFESSORS EMERITI Carolyn Evertson, Charles Myers, Victoria Risko, Virginia Shepherd

PROFESSORS David Dickinson, Noel Enyedy, Melissa Gresalfi, Rogers Hall, Ilana Horn, Kevin Leander, Henry "Rich" Milner IV, Deborah Rowe

PROFESSORS OF THE PRACTICE EMERITA Earline D. Kendall, Barbara Stengel

PROFESSORS OF THE PRACTICE Ana Christina DaSilva, Melanie Hundley, Brian Kissel, Lisa Pray, Anita Wager

RESEARCH PROFESSORS Paul Cobb, Dale Farran, Robert Jimenez, Richard Lehrer, Leona Schauble

RESEARCH ASSISTANT PROFESSORS Caroline Christopher, Kelley Durkin, Jennifer Ufnar

ASSOCIATE PROFESSORS Amanda Goodwin, Ebony McGee

ASSOCIATE PROFESSORS OF THE PRACTICE Molly Collins, Shannon Daniel, Andrew Hostetler, Heather Johnson, Catherine McTamaney, Emily Pendergrass, Amy Palmeri

ASSISTANT PROFESSORS Corey Brady, Nicole Joseph, Luis Leyva, Emily Phillips-Galloway, Jessica Watkins

ASSISTANT PROFESSORS OF THE PRACTICE Teresa Dunleavy, Elizabeth Self

PRINCIPAL SENIOR LECTURER Jeanne Peter

SENIOR LECTURERS Andrea Henrie, Kristen Weeks Neal

LECTURERS Rebecca Peterson

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).

The Graduate School offers the master of arts in teaching and the doctor of philosophy in learning, teaching, and diversity degrees through the department. Students wishing to work toward these degrees should refer to the *Graduate School Catalog*.

Courses offered in the Department of Teaching and Learning are listed in the courses section of this catalog.

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 outlined below.

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 (9 hours)

SSED 6250. Social Studies Methods [2]
SCED 6200. Science Concepts [2]
MTED 6200. Mathematics Concepts [2]
EDUC 6110. Learning Ecologies I—Equity, Access, and Inclusion in Context [2]
EDUC 6211. Advanced Practicum: Literacy and Social Studies [1]

Fall (10 hours)

MTED 6250. Advanced Teaching of Mathematics in Elementary Schools [3]
EDUC 6120. Learning Ecologies II—Advanced Practicum in Literacy and Mathematics [1]
EDUC 6210. Theory/Practice of Literacy Education in Elementary Grades [2]
EDUC 6220. Theory and Practice of Writing in Elementary Grades [2]
ENED 6200. Teaching Literature in Elementary Classrooms [2]

Spring (5 hours)

EDUC 7970. Internship (student teaching) (4)
EDUC 7971. Internship Seminar [1]

Maymester (4 hours)

EDUC 6230. Teaching Literacy for Diverse Learners [2]
EDUC 6330. Recognizing and Responding to Diverse Learners [1]
EDUC 7970. Internship (student teaching) [1]

Summer II (4 hours)

SCED 6250. Advanced Teaching of Science in Elementary Schools [2]
HMED 6250. Introduction to Arts Education [2]

TOTAL: 32 hours

Other Requirements for Licensure

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

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

Peabody's master of education Program in English Language Learners is open to students who are pursuing advanced study of the theoretical, empirical, and practical dimensions of language learning and teaching. The program is designed to introduce students to foundational and practical knowledge necessary to serve populations who are learning English as an additional language. This program consists of three tracks. The first track—Teaching English Language Learners (ELLs) in the U.S.—is for students who already possess a state teaching license and wish to add endorsement to teach ELLs in U.S. public schools. The Teaching ELLs Internationally track prepares English language teachers to teach language or run language programs for English as a foreign language internationally or in adult-oriented and out-of-school learning institutions in the United States. The Language Studies and Development track is designed for students who are interested in pursuing research-oriented post-graduation careers.

All students are required to complete a capstone project.

TEACHING ELLs IN THE U.S. CORE [16 hours]

EDUC 6520. Foundations for ELL Education [3]
EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
EDUC 6540. Methods and Materials for ELL Education [3]
EDUC 6550. Assessment of ELL Students [3]
EDUC 6541. Practicum for ELL Education [1-3]
EDUC 7992. Capstone Seminar [1]

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

ELECTIVES (See elective examples below.)

TEACHING ELL INTERNATIONALLY CORE [19 hours]

EDUC 6520. Foundations for ELL Education [3]
EDUC 6540. Methods and Materials for ELL Education [3]
EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
EDUC 6560. Teaching English as a Foreign Language [3]
EDUC 7992. Capstone Seminar [1]

ELECTIVES TO MEET A TOTAL MINIMUM OF 31 HOURS. Talk with your advisor about potential elective options.

LANGUAGE STUDIES AND DEVELOPMENT CORE [19 hours]

EDUC 6530. Educational Linguistics and Second Language Acquisition [3] or PSY-PC 7130. Introduction to Formal Linguistics [3] PSY-PC 7160. Bilingualism and Second Language Learning [3] or SLS 7040. Second Language Acquisition [3]
PSY-PC 8430 or PSY-PC 7500. First Language Development [3]
EDUC 6590. Language Variation and Socialization [3] or EDUC 6595. Qualitative Language Analysis [3]
EDUC 6595. Qualitative Language Analysis [3] or a class in Quantitative analysis (to be approved by advisor)
EDUC 6565. Scholarly Writing and Thinking [3]
EDUC 7992. Capstone Seminar [1]

Master of Education Program in Learning and Design

Learning and Design (L&D) is a master's degree program for anyone who is interested in learning how to create and study environments that have impact across scale, time and context. From a small game that targets students' understanding of climate change to community initiatives that create safe spaces for homeless youth, this program focuses on understanding: (1) how people learn, (2) how contexts and tools influence learning, and (3) how to design learning environments and activities to support learning.

The Learning and Design M.Ed. program is designed as an immersive 10-month program spanning mid-July to graduation in early May, and involves 31 credit hours. Course work is directly connected to schools, libraries, and community organizations to support the L&D cohort in exploring connections and implications of theory in practice.

Course work for the program focuses on three interrelated core emphases: learning, design, and diversity. This common core includes 16 credit hours of course work completed by all students in 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 through a user-centered design process, which emphasizes the importance of interacting with users from the very beginning of the process. The diversity core drives and informs both the learning and design cores. Traditionally, organizations and activities are often tacitly designed to support only a narrow segment of the population reflecting the backgrounds of the designers. Such a narrow perspective is not only inequitable and unethical, but it is also highly ineffective (e.g., designing an educational system that “works” for less than 10% of the population). The focus of the diversity core explores diversity and approaches for supporting diversity through design.

In addition to the core courses, students choose 15 credit hours of electives in conjunction with their advisors that are relevant to each student’s interests and goals. Any graduate level course in the department, college, or university for which the student is eligible can be considered for these electives based on the approval of the student’s advisors.

As a graduate of L&D, you can expect to strengthen classroom teaching; pursue positions in other settings such as nonprofit or for-profit organizations; become a leader, professional development coordinator, curriculum coordinator, or learning coach in public schools; become an instructional design leader for a business; or build research skills in preparation for entering a doctoral program.

COMMON CORE 16 hours

Summer (Second-Half Summer Session Begins Mid-July)

EDUC 7100. Learning Out of School [3]

EDUC 8040. Diversity and Equity in Education [3]

Fall

EDUC 6030 Learning and Instruction [3]

EDUC 6080 Designing for Contexts [3]

Spring

EDUC 7810. Inquiry Into Contexts [3]

EDUC 7992. Capstone Seminar [1 credit hour total for fall and spring]

ELECTIVES 15 hours [6 in fall semester and 9 in spring semester]

Selection of elective courses is made in consultation and approval with the program adviser. At least one of these electives should have a primary focus on diversity, and at least one of these electives should have a primary focus on design.

TOTAL MINIMUM HOURS: 31 hours

ELECTIVE EXAMPLES

Below are examples of various electives. It is important to note that this is only a subset of possible courses and that students do not need to specialize within a single category. The categories and specific courses are only provided as examples. It is also important to note that the specific electives offered vary year by year.

DESIGN

EDUC 7400. Design for Disruption: Unmaking Social Inequality [3]

EDUC 7800. Designing and Studying Informal Environments for Learning MGT 6541/ENGM 4500. New Product Design and Development [2/1]

UNIV 5350. Design Thinking, Design Doing [3]

EDUC 7190. Planning and Assessment Strategies [3]

DIVERSITY AND EQUITY

EDUC 6020. Culturally Responsive Pedagogy [3]

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]

EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction [3]

EDUC 6460. Language, Education, and Diversity [3]

CONTEXT

EDUC 6050. Parents, the School, and the Community [3]

SSED 6240. Human Geography [3]

EDUC 6040. Analysis of Teaching [3]

EDUC 7700. Humanizing Pedagogies [3]

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

LITERACY

- EDUC 6400. Literacy Development [3]
- EDUC 6420. Literacy for Diverse and Special Needs Learners [3]
- EDUC 6430. Issues and Trends in Literacy Instruction [3]
- EDUC 6450. Teaching and Learning the Language Arts: Theory and Research [3]
- ENED 6080. Advanced Study of Literature for Children and Adolescents [3]
- ENED 6360. Literature, Popular Culture, and New Media [3]
- ENED 6410. Literature of Social Transformation [3]

STEM

- EDUC 7140. Discourse in STEM Classrooms [3]
- EDUC 7300. Power and Identity in STEM [3]
- SCED 7400. Modeling in the Secondary Science Classroom [3]
- MTED 6380. Computers, Teaching, and Mathematical Visualizations [3]
- MTED 7330. Introduction to Literacies in Mathematics [3]
- SCED 7330. Introduction to Literacies in Science [3]

ENGLISH LANGUAGE LEARNING

- EDUC 6510. Principles of English Language Learner Education [3]
- EDUC 6520. Foundations for English Language Learner Education [3]
- EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
- EDUC 6570. Teaching Second Language Literacy [3]
- EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction [3]

POVERTY AND INTERVENTION

- PSY-PC 7500. Development in Context: The Effects of Poverty [3]
- EDUC 6460. Language, Education and Diversity [3]
- HOD 7120. Human Development and Preventative Intervention [3]
- PSY-PC 7500. Developmental Cognitive Neuroscience[3]

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

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

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

The 31-hour program can be completed over three semesters (fall, spring, and summer). Students enter as a cohort and take their core courses together. The major consists of the following:

COMMON CORE *19 hours*

- EDUC 6080. Principles of Curriculum Development [3]
- EDUC 6610. Learning, Diversity, and Urban Studies Seminar I [3]
- EDUC 6620. Learning, Diversity, and Urban Studies Seminar II [3]
- EDUC 7810. Inquiry into Contexts [3]
- EDUC 7983. Internship in Learning, Diversity, and Urban Studies [6]
- EDUC 7992. Capstone Seminar (Fall and Spring)

SPECIALIZATION IN CLASSROOM TEACHING OR OUT OF SCHOOL LEARNING *9 hours*

ELECTIVES *3 hours*

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

TOTAL MINIMUM HOURS: *31 hours*

Specialization in Poverty and Intervention

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

This specialization is intended for students across three departments with a first major in community development and action, child studies, learning and design, or learning, diversity, and urban studies.

REQUIRED COURSES 15 hours

PSY-PC 7500 Development in Context: The Effects of Poverty [3]
EDUC 6460 Language, Education and Diversity [3]
HOD 7120 Human Development and Preventative Intervention [3]
PSY-PC 7500. Developmental Cognitive Neuroscience [3]
Research Methods Course (applicable to student's concentration) [3]

Master of Education Program in Reading Education

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

READING REQUIRED COURSES 19 hours (Required)

EDUC 6400. Literacy Development [3]
EDUC 6410. Literacy Assessment and Professional Development [3]
EDUC 6420. Literacy for Diverse and Special Needs Learners [3]
EDUC 6430. Digital Literacies [3]
EDUC 6421. Diverse and Special Needs Learners Practicum [3]
EDUC 7992. Capstone Seminar [1]
And choose one of the following:
EDUC 6450. Learning to Write [3]
EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
ENED 6310. Perspectives on the English Language [3]
ENED 6380. Teaching Writing and Multimedia Composition [3]
SPEDS 7800. Speech and Language for Exceptional Learners [3]

READING EDUCATION PROFESSIONAL CORE 9 hours

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

Area 1: Diversity and Equity in Education

EDUC 6020 Culturally Relevant Pedagogy [3]
EDUC 6060/SPED 7100 Cultural Diversity in Education [3]
EDUC 6300 Adv Social and Philosophical Aspects of Ed [3]
EDUC 6520 Foundations for ELL Education [3]
EDUC 7600: Urban Education: Theory, Research and Practice [3]
EDUC 7700: Humanizing Pedagogies [3]
EDUC 8040 Diversity and Equity in Education [3]

Area 2: Learners and the Literate Environment

PSY-PC 5120: Adolescent Development [3]
EDUC 6030: Learning and Instruction [3]
EDUC 6050: Parents, the School, and the Community [3]
EDUC 6080: Designing for Contexts [3]
EDUC 6310: Classroom Ecology [3]
ENED 6330: Social and Psychological Foundations of Adolescent Literacies [3]
EDUC 6450 Learning to Write: Theory and Research [3]
EDUC 6530 Educational Linguistics and Second Language Acquisition [3]
PSY-PC 5120: Adolescent Development [3]
SPED 7000: Education and Psychology of Exceptional Learners [3]

Area 3: Curriculum and Instructional Strategies

ENED 6310 Perspectives on the English Language [3]
ENED 6360: Literature, Popular Culture, and New Media[3]
ENED 6380: Teaching Writing and Multimedia Composition [3]
EDUC 6540: Methods and Materials for English Language Learner Education [3]
ENED 7320: Untapped Potential: The Power of Books for Fostering Language and Thinking [3]
SPEDH 7420: Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties [3]

Area 4: Evaluation and Research

EDUC 6595: Qualitative Language Analysis [3]
EDUC 7810: Inquiry into Contexts [3]
EDUC 7990: Master's Thesis in Education [1-6]

READING EDUCATION ELECTIVES 3 hours

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

TOTAL MINIMUM HOURS: 31 hours

Master of Education Program in Secondary Education (Grades 6–12 Endorsement or Music K-12) with Licensure

The M.Ed. program, if completed successfully, leads to a recommendation to the state of TN for a teaching license in English language arts, mathematics, science, social studies, or music. In secondary education, we value diversity as an educational resource, and our work in Nashville mirrors a commitment to urban settings. Currently, the program attracts candidates who want to take on the challenges and rewards of teaching diverse, historically marginalized learners. We prepare candidates to teach in urban schools for urban schools. In truth, they are prepared to work in any school and with any student population. Our graduates secure teaching positions and succeed in a full range of school settings.

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 diversity 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 and residencies with local schools in the professional year prepare students to become teachers. The secondary education M.Ed. program has three course work tracks, a one-year (June to May), a two-year (four semesters), and a job-embedded track.

Programs leading to licensure for secondary school teaching (grades 6–12) are offered in the following areas:

- English
- Mathematics
- Social Studies (endorsement would be in one of: History or Political Science [Government]). Another endorsement is available in Economics, Psychology, or Sociology.
- Science (endorsement would be in one of: Biology, Chemistry, Earth Science, or Physics)

Programs leading to licensure for teaching in music (K-12) are offered in Instrumental Music or Vocal Music.

ENGLISH

CORE (6 hours)

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
EDUC 6310. Classroom Ecology [3]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (13-15 hours)

ENED 6340. Reading and Learning with Print and New Media [3]

or

ENED 6330. Social and Philosophical Foundations of Adolescent Literacies [3]

and

ENED 6350. Adolescent Readers [1]

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]

FIELD-BASED WORK (8 hours)

ENED 6371. Practicum in Secondary Education III [1]

EDUC 7972. Internship in Teaching: Secondary [6]

ENED7973. Internship Seminar: Secondary [1]

LICENSURE REQUIREMENTS (4-6 hours)

EDUC 6510 Principles of English Language Learner Education [3]

or

EDUC 6520 Foundations of English Language Learner Education [3]

and

SPED 7000 Education and Psychology of Exceptional Learners [3]

or

EDUC 6330 Recognizing and Responding to Special Needs Learners [1]

TOTAL: 31-35 hours

English licensure requirement:

Two semesters (or equivalent) of college-level course work in a foreign language

MATHEMATICS

CORE (6 hours)

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]

EDUC 6310. Classroom Ecology [3]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (9 hours)

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

MTED 6380 . Computers, Teaching, and Mathematical Visualization [3]

MTED 7330. Introduction to Mathematical Literacies [3]

FIELD-BASED WORK (8 hours)

MTED 6371. Practicum in Secondary Education [1]

EDUC 7972. Internship in Teaching: Secondary [6]

MTED 7973. Internship Seminar: Secondary [1]

LICENSURE REQUIREMENTS (4-6 hours)

EDUC 6510. Principles of English Language Learner Education [3]

or

EDUC 6520. Foundations of English Language Learner Education [3]

and

SPED 7000. Education and Psychology of Exceptional Learners [3]

or

EDUC 6330. Recognizing and Responding to Special Needs Learners [1]

ELECTIVES (3 hours)

Any 3-credit-hour course approved by the adviser

TOTAL: 30-32 hours

SCIENCE

CORE (6 hours)

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
EDUC 6310. Classroom Ecology [3]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (9 hours)

SCED 6370. Advanced Teaching of Science in Secondary Schools [3]
SCED 7330. Introduction to Literacies in Science [3]
SCED 7400. Modeling in the Secondary Science Classroom [3]

FIELD-BASED WORK (8 hours)

SCED 6371. Practicum in Secondary Education [1]
EDUC 7972. Internship in Teaching: Secondary [6]
SCED 7973. Internship Seminar: Secondary [1]

LICENSURE REQUIREMENTS (4-6 hours)

EDUC 6510. Principles of English Language Learner Education [3]

or

EDUC 6520. Foundations of English Language Learner Education [3]

and

SPED 7000. Education and Psychology of Exceptional Learners [3]

or

EDUC 6330. Recognizing and Responding to Special Needs Learners [1]

ELECTIVES (3 hours)

Any 3-credit-hour course approved by the adviser

TOTAL: 30–32 hours

SOCIAL STUDIES

CORE (6 hours)

EDUC 6300. Advanced Social and Philosophical Aspects of Education [3]
EDUC 6310. Classroom Ecology [3]

SUBJECT-SPECIFIC LEARNING AND PEDAGOGY (9 hours)

SSED 6240. Human Geography [3]
SSED 6370. Advanced Teaching of Social Studies in Secondary Schools [3]
SSED 7330. Introduction to Literacies in Social Studies [3]

FIELD-BASED STUDY (8 hours)

SSED 6371. Practicum in Secondary Schools [1]
EDUC 7972. Internship in Teaching: Secondary [6]
SSED 7973. Internship Seminar: Secondary [1]

LICENSURE REQUIREMENTS (9 hours)

EDUC 6510. Principles of English Language Learner Education [3]

or

EDUC 6520. Foundations of English Language Learner Education [3]

and

SPED 7000. Education and Psychology of Exceptional Learners [3]

or

EDUC 6330. Recognizing and Responding to Special Needs Learners [1]

ELECTIVES (3 hours)

Any 3-credit-hour course approved by the adviser

TOTAL: 30–32 hours

MUSIC (ONE-YEAR PROGRAM)

Summer: First Half

EDUC 6010 Psychological Foundations of Education [3]
EDUC 5000 Philosophical Foundations & Contemporary Issues in Music Education [3]

Summer: Second Half

EDUC 6510 Principles of ELL Education [3]
EDUC 6310 Classroom Ecology [3]

FALL

EDUC 6300 Advanced Social and Philosophical Aspects of Education [3]
EDUC 6320 Practicum in Music Education [1]
MUED 5030 Methods and Materials in General Music, Pre-K – 12 [3]
MUED 5010/MUED 5020 Methods and Materials in Instrumental Music OR Choral Music [3]
EDUC 7960 Independent Study OR Advanced Studies for the Wind Band Conductor [1 or 2]

SPRING

EDUC 7974 Internship in Teaching: Music [6]
EDUC 7975 Internship Seminar: Music [1]

TOTAL: 31 hours

Licensure requirement for all secondary education majors:

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

Graduate School Degrees

Doctor of Philosophy

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

Human and Organizational Development Courses

Community Development and Action Courses

HOD 5100. Ethics for Human Development Professionals. (Also listed as HOD 3232 for undergraduate students) Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed. [3]

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

HOD 6200. Program Evaluation. This course is a masters-level introduction to evaluation research. It is designed for people who expect to work as agency directors, educational administrators, program directors, in-house evaluators, or evaluation consultants and who want to work with community agencies to evaluate the organization's programs. At the end, students will be able both to conduct local evaluations and to communicate and work with professional evaluators. The course covers multiple approaches and types of evaluations and how they are embedded in social and political contexts. It also includes practical techniques for program developers and administrators, such as needs assessment, performance evaluation, goal attainment scaling, cost-benefit analysis, qualitative approaches, and approaches to evaluation that take time and funding constraints into account. [3]

HOD 6210. Master's Community Inquiry. Overview of issues and methods in community research. Epistemology, theory, research design, critical analysis, levels of inquiry, and the range of data collection and analysis methods available for community research. Master's students only. [3]

HOD 6300. Action Research. Specialty core requirement for the community development and social policy (CDSP) track in the Community Development and Action program. The course uses the framework of Kurt Lewin's

action research (AP) method in the broader context of Chris Argyris' Action Science. Students do an actual research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of research as a team in a consulting organization. [3]

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

HOD 6500. Diverse Populations. This course will focus on the study of value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, social class, race, geography, and developmental state, and how this relates to health status and health service needs. This course will provide students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people. [3]

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

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

HOD 7110. Survey of Preventive Interventions. This course surveys preventive interventions related to health and developmental outcomes. Course readings explore programs, policies, and practices that have been found effective in preventing poor outcomes. Particular emphasis is focused on issues related to program implementation, program evaluation, organizational capacity, and other issues that may influence program outcomes. Readings explore a variety specific outcomes (e.g., substance abuse, high school dropout, obesity), and program settings (schools, social service organizations, neighborhoods) to provide exposure to wide variety of applications of prevention programs and frameworks. [3]

HOD 7120. Human Development and Prevention Science. This course introduces students to science-based preventive intervention strategies and model programs that target youth/and or families. Activities will facilitate critical thinking; increase skills and capacities for program development, and understanding of the interactions of human development, socio-contextual processes, preventive interventions, and social behavioral change. [3]

HOD 7210. Community Development Theory. This course provides beginning graduate students an introduction to theories that shape or directly pertain to community development. Focus of the course is on theories that explain local, community and municipal-level processes. Students develop an understanding of the theoretical strands in current development issues and policies. [3]

HOD 7300. Ethics of Community Research and Action. This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the "ideal" community or society. [3]

HOD 7400. Community Intervention and Change. Introduction to applied community studies, including change theory, research, and intervention at multiple levels from community psychology, sociology and other disciplines. The course will help students develop a thesis, project, paper, or dissertation topic and proposal. Readings focus on meanings, types and significance of community; issues of diversity, difference, deviance, labeling, and stigma; ecological theory, research and environmental and setting/systems-level interventions; social movements; social capital and community cognitions and behaviors; stress, coping, adaptation, and social support; prevention and promotion programs and coalitions; organizational and institutional change; faith communities; community organizing, development, mobilization and social action; assessing and informing local-to-national policies; community change around the world. [3]

HOD 7500. Special Topics. May be repeated with a change in topic. [1-3]

HOD 7600. Global Dimensions of Community Development. The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity. [3]

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

HOD 7700. Development Project Design and Evaluation. Examines how development projects and programs intended to improve social, economic, health, energy, environmental, and other conditions in human communities are designed by development professionals and how they determine whether or not such interventions achieve their purposes and warrant similar investment in the future. Analytical work undertaken at several stages in the design and evaluation process, including social, financial, managerial, legal, environmental, and other analyses, as well as impact analysis, are carried out. The purpose is to understand the ways applied research underpins and influences development investment decisions. [3]

HOD 7710. Advanced Group Development. 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]

HOD 7950. Fieldschool in Intercultural Education. This course takes place in a community other than one's own either domestically or internationally over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [0-3]

HOD 7960. Readings and Research. [1-6]

HOD 7989. Thesis Development Seminar. The purpose of course is to help students plan empirical theses. Students must register for both fall and spring semesters in that order. Fall will be devoted to the identification of a tentative topic or area of study. Spring will be devoted to developing a draft thesis proposal, including a presentation of the problem, a critical literature review, research questions, a draft methods and approach to data analysis sections. [1-3]

HOD 7990. Masters Thesis Research. [1-6]

Human Development Counseling Courses

HDC 6010. Theories of Counseling. Basic overview examines client, counselor, and situational variables. The primary focus is on the prevailing theories of counseling and psychology. Each theory is examined in terms of its psychological assumptions, theoretical tenets, and various techniques. [3]

HDC 6100. Career Counseling. Various aspects of career development, using data from psychology, sociology, and economics. The meaning of work; theories of career development; ability, interests, values, personality factors, and occupation; manpower and occupational trends; vocational counseling; toward a science of human effectiveness. [3]

HDC 6110. Appraisal and Assessment. Survey of appraisal, assessment, and standardized instruments used by counselors in the areas of education, psychology, and mental health. Course fee: \$60.00. [3]

HDC 6120. Social, Legal, and Ethical Issues in Counseling. This course is designed to provide the prospective counselor with knowledge of the profession's ethical and legal standards, as well as the school/community aspect of the profession. The course will explore the evolution of those standards, methods of change, and applications to various professional activities. [3]

HDC 6130. Developmental Counseling Psychology. Study of findings in social and developmental psychology most relevant to the counseling profession. A cognitive developmental perspective is stressed. Theories, methods, and empirical findings are considered as they relate to diagnosis, intervention, program building, and evaluation. [3]

HDC 6150. Counseling Diverse Populations. Study of value systems and behavior patterns of diverse populations as well as variables related to age, gender, life style, language, religion, social class, geography, and developmental stage. Provides counselors and mental health specialists with knowledge of diverse life styles in order to be more effective in serving the needs of persons from diverse populations. [3]

HDC 6160. Group Counseling. Provides an examination of the foundations of group work including legal and ethical issues, roles, planning and development, leadership styles, research on groups, theoretically based group models, and group counseling skills and techniques. [3]

HDC 6200. Foundations of Professional School Counseling. This course is required for all school counseling majors and looks at conceptual models for school counseling programs--how they are organized and how they are administered. [3]

HDC 6220. Counseling for College Access, Admissions, and Completion. This course explores the college admission process, with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges and college counseling for various student populations. Issues of equitable access and completion will be addressed in addition to fundamental admission processes. Students gain an understanding of the resources available to counselors in the college admission process including print material, software, web sites and organizations. [3]

HDC 6230. Exceptional Education and the DSM for School Counselors. 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]

HDC 6310. A Developmental Approach to Personal Loss and Grief. Educates students in the recognition of client issues of personal loss and equips them with knowledge necessary to promote healthy resolution of change. Areas of discussion include the identification of a general grieving paradigm, the exploration of the relationship between loss and human development, and the stimulation of development through the promotion of healthy adaptation to change. The course will use didactic presentations, group discussion, experiential exercises, and videotaped materials. The course is designed for both advanced undergraduate and graduate students from a variety of backgrounds and courses of study, all of whom are or will be involved in assisting persons in making developmentally stimulating changes. [3]

HDC 6320. Theories and Techniques of Counseling with Children and Adolescents. It is the purpose of this course to introduce students to various counseling theories and techniques as applied to children and adolescents. This course builds on the theories learned in HDC 6010. In addition, this course will allow students to practice the techniques as a pre-practicum experience. [3]

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

HDC 6340. Addictions and the Human Services Professional. Introduces students to the basic knowledge and skills needed to identify and successfully refer the addicted client and his or her family members to appropriate rehabilitative services and to design/market early intervention or preventive educational programs. This course addresses a number of addictions and related compulsive behaviors (chemical dependency, eating disorders, compulsive gambling, sexual addictions, adult children of alcoholics, co-dependency, enabling). [3]

HDC 6350. Substance Misuse and Addictions in Schools. This course introduces students to the basic knowledge and skills needed to provide services regarding substance misuse and addictions in school settings. The course provides counselors preparing to work in schools with an overview of the addictive process. Students develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and approaches to intervention. Students will learn how to provide drug education classes and prevention programs, as well as how to identify students at-risk for or engaged in substance misuse, consult with families and administrators, and collaborate with treatment providers. [3]

HDC 6400. Foundations of Clinical Mental Health Counseling. Provides a foundational understanding of the profession of counseling and the unique role of the clinical mental health counselor. The spectrum of mental health

programs targeting prevention and human development to residential services is discussed along with advocacy, historic, and current events, and emerging issues. [3]

HDC 6410. Marriage and Family Counseling. Introductory course focusing on relationships and systems examining organizations, teams, families, and couples. Theories and specific strategies will be introduced each weekend that examine a different level within the system. This course is both didactic and experiential. [3]

HDC 6420. Trauma: Impact and Intervention. The course will address interventions related to trauma. The psychological, biological, developmental, cultural and social influences of trauma will be examined. [3]

HDC 6430. Diagnosis and Treatment Planning Using the DSM. 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]

HDC 6440. Advanced Developmental Theory and Practice. Designed to expand the knowledge base of lifespan human development theory beyond an elementary level. It is intended to address depth of knowledge and is aimed toward integration of theoretical, research, methodological, and intervention modes of developmental counseling. The course provides a link between developmental theory and counseling practice. Prerequisite: 6130 or consent of instructor. [3]

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

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

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

HDC 7950. Internship in Clinical Mental Health Counseling I. [3]

HDC 7951. Internship in School Counseling I. [3]

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

HDC 7980. Internship in Clinical Mental Health Counseling II. Required Internship in the Human Development Counseling Program for students with a specialization in Clinical Mental Health Counseling. [1-3]

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

HDC 7982. Internship in School Counseling III. Required internship for Human Development Counseling majors with a specialization in School Counseling. [3]

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

Leadership, Policy, and Organizations Courses

Doctor of Education Courses

Education and Higher Education Leadership and Policy

EHLP 8110. Advanced Leadership Theory and Behavior. Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations, with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. Course intended for doctoral students. [3]

EHLP 8120. Advanced Learning and Performance in Organizations. Theories of learning with emphasis on adult learning and development and implications for instructional leaders in organizational settings including private sector organizations, colleges, universities, and schools. Intended for doctoral students. [3]

EHLP 8130. Advanced Organizational Theory and Behavior. Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, effectiveness) that modern complex organizations face. Intended for doctoral students. [3]

EHLP 8140. Social Context of Educational Leadership and Policy. Explores contemporary social, philosophical, and political dimensions of education and their relationship to leadership, including issues related to social class and culture, democracy and diversity, and equality and choice. [3]

EHLP 8240. Education Law. 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]

EHLP 8810. Decision Analysis I--Logic of Systematic Inquiry. Focus on research methodologies, critical evaluation of reports, library research skills, and organizing an integrative review of existing theory and research. Class sessions and individual and group consultation. [3]

EHLP 8820. Decision Analysis III--Qualitative Research. Introduction to the assumptions, the procedures of data collection, and the criteria for judging the quality of qualitative research. Students will take the first steps toward preparing a qualitative research proposal. [3]

EHLP 8830. Decision Analysis IV--Education Policy and Program Evaluation. This course is designed to: (1) introduce students to concepts and methods of program evaluation; (2) enable students to design, analyze, and interpret program evaluations, based upon appropriateness and rigor of the study's theoretical framework, design methodology, and analysis; (3) build students' understanding of the politics of program and policy evaluation, and its role in mediating the impact of evaluation on policy; and (4) improve students' skills in oral and written analysis and presentation. [3]

EHLP 8851. Decision Analysis II--Quantitative Research. An introduction to formal and informal inquiry processes for practitioners. Focus on problem identification and gathering, analysis, and interpretation of information relevant to the problem. Examines the framing of questions from multiple perspectives. Considers the illumination of practice through inquiry. [3]

EHLP 9340. International/Comparative Issues in Education. This course covers education outside the United States, including primary, secondary, and higher education. Depending on student demand, it can cover any country in any region. It is designed for those who intend to enter the field of education policy or administration and who need to be able to bring knowledge and experience with education in diverse global contexts to bear on issues of policy and practice. [3]

EHLP 9992. Capstone Project Seminar. The capstone project seminar is an opportunity for Ed.D. program participants to bring to bear analytic abilities, professional understandings, contextual knowledge, and teamwork skills they have accumulated throughout the entire program and apply these capacities to a focused management consulting group project undertaken for a client in the community. The initial seminar meeting will address the scope and associated work plan for each capstone project. Subsequent class meetings involve an interim report (data collection, data analysis, preliminary recommendations) and a final public presentation of the completed capstone report. [3]

Education Leadership and Policy

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

ELP 8210. Resource Allocation and Deployment. This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. "Resource," in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation. [3]

ELP 8220. Educational Accountability and Student Assessment. The course provides students an in-depth understanding of testing, large-scale assessment, and educational accountability. An understanding of test scores and standards for the development and use of educational and psychological tests will provide a foundation for examining and evaluating large-scale assessment practices today. Applied measurement and assessment issues are examined with regard to topics such as standards-based reform, annual yearly progress, identification of students at-risk, and program effectiveness. [3]

ELP 8230. Politics and Governance in Education. This course deals with a central question in political science and public policy--how can public institutions be redesigned to improve accountability? This question is examined with particular attention to governance and politics in public school systems. Specifically, students will examine three sets of issues: (1) What is the role of politics in allocating resources in public schools? (2) What are key political challenges in the governance of urban school systems? (3) What is the politics of school choice? [3]

ELP 8240. K-12 Education Law. Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation problems, procedures, court decisions, and how to read a case. [3]

ELP 9330. Teachers and Teaching. Teachers and Teaching provides an initial grounding in what educational leaders should know about research on teaching, professional development and induction, pre-service teacher education, and current related topics. The course is designed for LPO Ed.D. students and is organized around seminar discussion of current literature on teachers and teaching. [3]

ELP 9500. Special Topics in Educational Leadership and Policy. Explores special issues or topics related to educational leadership and policy. May be repeated with change of topic. [1-6]

Higher Education Leadership and Policy

HLP 8150. The Academic Profession: Structure and Roles. This course focuses on the structure of the American academic profession with particular attention concentrating on institutional and disciplinary differences among college and university faculty. The teaching and research role performance of college and university faculty as well as the various psychological, sociological, and organizational forces that shape the performance of these professional roles are also examined. Additional topics include the assessment of teaching and research activities of college and university faculty members. [3]

HLP 8210. Advanced College and University Management. The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. Intended for doctoral students. [3]

HLP 8220. Public Policy and Higher Education. Public Policy and Higher Education ensures students gain historical, conceptual, and practical perspectives on contemporary public policies for higher education in the United States. The course pursues this focus by examining the fluid political environment in which governments operate; the intersection of institutions, actors, and processes that results in public policies for higher education; and the outcomes of policies that are enacted. The course explores various conceptual and theoretical perspectives on the

formation of higher-education policy and surveys contemporary policy challenges confronting states, higher-education systems, and campuses. [3]

HLP 8230. Advanced Nature and Function of Higher Education. Historical study of the functions of American higher education and an examination of contemporary issues. Intended for doctoral students. [3]

HLP 8240. The College Student: Advanced. Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. Intended for doctoral students. [3]

HLP 8250. Advanced Postsecondary Access. 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]

HLP 9310. Advanced College and University Finance. Current issues in financing higher education, sources of revenue, and methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

HLP 9500. Special Topics in Higher Education Leadership and Policy. Explores special issues or topics related to higher education leadership and policy. May be repeated for credit with change of topic. [1-6]

Leadership and Learning in Organizations

LLO 8110. Leadership Theory and Practice. 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 our selves 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]

LLO 8120. Learning in Organizations. 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]

LLO 8130. Organizational Theory and Behavior. 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]

LLO 8140. Strategy and Analytics. 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]

LLO 8150. Research Design. 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]

LLO 8160. Psychological Perspectives on Learning. 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]

LLO 8170. Learning and Design in Context. 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]

LLO 8180. Applied Statistics. 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 R to perform statistical analysis on data sets, conduct hypothesis tests, and construct confidence intervals.[3]

LLO 8200. Introduction to Data Science. 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]

LLO 8210. Design for Learning in Communities. 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]

LLO 8220. Responsible Leadership: Conceptualizing the Ethics of Leadership for a Democratic Context. 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]

LLO 8230. Program Evaluation. 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]

LLO 8240. Public Policy and Administration. 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]

LLO 8710. Campus Convening I: Applied Inquiry. 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]

LLO 8712. Campus Convening II: Qualitative Analysis. 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]

LLO 8713. Campus Convening III. 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]

LLO 8900. Capstone Seminar I. 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]

LLO 8910. Capstone Seminar II. 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]

LLO 9110. Economics of Human Resources. 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]

LLO 9120. Leading Inclusive Organizations. 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]

Other Departmental Courses

Education Policy

EDP 6110. The Politics of Policymaking. This course is an introduction to education politics and their influence on education policy, primarily at the K-12 level. The course examines: the structure of policy institutions and how those structures matter for the education policy process; models or frameworks for understanding the formation, adoption and implementation of education policy; the application of those frameworks to policy activity at the local, state, and national levels; understanding shifts in how education policy decision-making has been distributed throughout the policy system over time; and the current state of the education governance system and how that system both facilitates and buffers against policy change. [3]

EDP 6120. Education Policy and School Reform. This course is designed to (1) increase students' familiarity with and understanding of select key issues in current school reform policy debate; (2) enable students to systematically evaluate research on both sides of debates about particular types of school reform policies; (3) increase students' ability to access and properly use research on school reform to inform analysis, evaluation, decision-making, and implementation; and (4) improve students' skills in oral and written analysis and presentation. [3]

EDP 6130. American Education History and Policy. This course examines the history of American education and K-12 policy and considers the ways in which educators, reformers, political leaders, foundations, and parents have historically used public school as both a pathway to individual betterment and an enduring tool of broader social reform. We will explore the social, political, intellectual and historical context of core educational policy areas to include school choice and the charter school movement, mass testing, preschool education, bilingual education/ English language learning, special education, and the push for accountability with special attention to issues of race, class, and ethnicity. Through lectures, shared readings, class discussion, and written work, we will take what scholars have called the long view of education politics, governance, and reform. In so doing, students will gain a more historically grounded understanding of the political debates and policy challenges that have shaped and continue to shape American public education in the present day. [3]

EDP 6140. Economics of Education/Education Policy. This course focuses on problems of the American educational system. Most attention will be paid to primary and secondary education (grades K-12), although some issues in higher education will also be examined. The goal of the course is not merely to study what economists have said about the problems of American education, but also to understand (and use) economic tools of analysis. These tools are of wide applicability and illuminate educational policies and practices (and much else) in all nations and

societies. Although the focus is on the U.S., the course will be valuable to students whose principal interest is in international issues and educational systems abroad. [3]

EDP 6150. Public and Non-Profit Leadership. This course is designed as a broad introduction to the field of public and non-profit leadership, and is tailored to students who desire to lead within the public sector. It is intended to foster learning that is relevant to current and future leaders in federal, state, local government as well as non-profit and other organizations that benefit the common good. [3]

EDP 6210. Teacher Policy. This course provides an introduction and overview to rapidly expanding areas of educational policy research; the study of teacher effectiveness, teacher labor markets and teacher policy. The goals of this course are for students to become familiar with the most current research in these areas and to support students as they continue to develop skills as critical consumers of empirical work in educational policy. [3]

EDP 6220. Urban Education and Social Policy. This course explores the interaction between contemporary social issues and education policy. The course is designed to examine the complex relationships between schools and American society by: 1) analyzing the role of socio-economic and racial factors in schooling; 2) exploring the differential impact of schooling on individuals; and 3) unpacking the influence of neighborhood characteristics and housing policy on school outcomes. The course also introduces students to the use and application of qualitative research methods in education policy. [3]

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

EDP 7880. Education Policy and Program Evaluation. Education Policy and Program Evaluation provides an orientation and overview of the field of educational evaluation and prepares participants to conduct professional evaluations. Evaluation is a fundamental activity in everyday life but professional evaluation requires a set of skills and dispositions such as the ability to determine the most salient, answerable evaluation questions, plan and design evaluation studies, interact with stakeholders including program participants and public officials, collect and analyze data, report findings, and disseminate the findings to stakeholders and the public. Prerequisites: LPO 7860 and 7870. [3]

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

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

EDP 7990. M.P.P. Practicum Portfolio. 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]

Higher Education Administration

HEA 6010. College and University Management. The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. [3]

HEA 6020. The Nature and Function of American Higher Education. Historical study of the functions of American higher education and an examination of contemporary issues. [3]

HEA 6030. Post Secondary Access. This seminar will explore how demographic change, public policy, and law promote and/or impede accessibility to U.S. higher education. Students will be exposed to a variety of literature that is both multidisciplinary and multilevel in regard to governance (institutional, local, state, and federal policies). Since the primary theme of the seminar is access to post secondary institutions, course materials will focus on groups historically and currently underrepresented in U.S. higher education. These include students who are low income, race and ethnic minorities, and/or immigrant students. In addition, the course will explore the effects of educational intervention programs designed to increase college access as well as the role of state and federal legislation on higher education access rates. Upon completion of the seminar, students will have learned relevant

policy analysis skills that include synthesis of research, clear and concise presentation of relevant facts to stakeholders, and strategies for making responsible policy recommendations. [3]

HEA 6040. State and Federal Government and Higher Education. This course is a seminar for advanced graduate students which focuses on the intersection of institutions, actors, and processes that result in the formation of public policy for higher education at both the state and federal levels of American government. It pursues this focus by examining the fluid political environment in which government operates, the fundamental conflicts governments act to mediate, the governmental process by which policies are formulated, and the outcomes of policies that are enacted. The course emphasizes both the varied theoretical perspectives on the formation of higher education policy and the numerous contemporary policy challenges confronting campus and state officials. [3]

HEA 6100. The Practice of Enrollment Management. This course deals with the understanding of the contexts in which enrollment management is practiced in American colleges and universities. The study of this area of higher education management is used to better understand each of the constituent parts of higher education admissions, financial aid and access. The course also places the field of enrollment management in broader context in order to better understand what it means to combine the once disparate elements of recruitment, admission, and student success into a single organizational structure. [3]

HEA 6110. Introduction to Enrollment Management. This course covers multiple aspects of enrollment management in institutions of higher education in the United States focusing predominantly on admissions, financial aid, and student persistence. [3]

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

HEA 6210. Law and Higher Education. Explores the constantly growing relationship between basic law and higher education. Seeks to acquaint the student with benchmark laws and court decisions and the resulting implications for higher education. [3]

HEA 6310. College and University Finance. Current issues in financing higher education, sources of revenue, and methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

HEA 6500. Practice of Student Affairs. Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

HEA 6510. The College Student. Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. [3]

HEA 6520. Theories of Student Affairs. Students will explore various theories of college student development and will discuss their strengths and limitations. Through the course, participants will develop an understanding and the ability to apply these theories as practicing student affairs professionals. Course activities include discussion, classroom presentations, group activities, and lecture. [3]

HEA 7500. Special Topics in Higher Education Administration. Explores special issues or topics related to higher education. May be repeated with change of topic. [1-6]

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

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

Independent School Leadership

ISL 6110. Leadership and Learning in Independent Schools. As the first theme 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 theme has been structured to help students more deeply understand the pathways and processes for school improvement and student development, and will provide grounding in what educational leaders should know about defining and measuring effective teaching and effective staffing and human capital strategies. [3.5]

ISL 6120. Admissions and Financial Aid in Independent Schools. In Theme 2 of the Independent School Leadership Master's program, students will learn the context and the application of policies designed to shape the incoming class for an institution and influence which students eventually decide to attend. The module will be focused on understanding how admissions and financial aid are not stand alone components in the management of an independent school but instead are integral to the operation of a school from the perspective of its overall financial management, its academic operations and its mission. This systematic perspective on admissions and financial aid is known as enrollment management within the field of higher education. The enrollment management literature and perspectives will inform the entire theme. [1.5]

ISL 6130. Finance, Governance, and Organizations. 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]

ISL 6140. Institutional Advancement in Independent Schools. In order to thrive in today's competitive educational market, independent school leaders must possess the capacity to harness institutional advancement activities to shape the course of their school's trajectory. This course explores a set of strategic marketing, community relations and fundraising skills integral to effective independent school leadership. [2]

ISL 6150. Systematic Inquiry in Independent Schools. Systematic research is central to improving the effectiveness of organizations and informing key decisions. The purpose of this course is to prepare educational leaders to use key concepts and methods of educational research to carry out strategic data-driven inquiry for institutional improvement and effective decision-making, as well as employ qualitative research methods and strategies. Students will learn methods for researching institutional processes, as well as mechanisms for conducting data-based inquiries. As a key element of our 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. [2.5]

ISL 6940. Site-based Action Research in Independent Schools. The ISL Master's program is structured with two intensive six-week summer sessions focused on coursework, and one academic year emphasizing school-based action research. During the fall and spring semesters, program leaders, participants and work groups will remain engaged using our online platform to participate in synchronous and archived meetings, discussion forums and work product updates. This course will take place during the school year, with participants situated in their home institutes, and is structured to build student proficiency by completing exercises aligned with the modules of content delivered during the summer sessions. In this way, program participants will not only receive feedback on their thinking and writing, but on their practice work done and work projects completed at their school site. [3]

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

ISL 7210. Historical, Fiscal, and Legal Dimensions of Independent School Leadership. The set of topics covered provide students with a solid foundation in key leadership domains. The Theme has been structured to help students more deeply understand the historical roots of independent schools and school leadership, with a close look at key legal issues that have shaped the independent school landscape, and emergent financial models that will impact schools going forward. [2.5]

ISL 7220. Organizational and Human Capital Development. Students will learn the context and the application of key interpersonal skills that are at the heart of running an effective independent school. To thrive as an independent school leader, one must have expertise in communication, negotiation, and conflict management - and be able to apply these skills across a full spectrum of human capital/talent management domains. This course will equip students with the development and implementation of these skills. [2.0]

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

ISL 7240. Innovations in Learning. In order to thrive in today's competitive educational market, independent school leaders must understand new and emergent forms of technology and their application in teaching and learning. This course explores innovations at the organizational and classroom level, and looks in depth at the application of technology to the context of independent schools. [2]

ISL 7250. Leadership and the Learning Spectrum. Independent schools admit students with a wide array of intellectual and social capacities that represent a full spectrum of racial, ethnic, and socioeconomic diversity. This course provides students with an overview of what is known from the research literature about best meeting the needs of individual students across a full spectrum of capacities and characteristics. [4]

International Education Policy and Management

IEPM 6110. International Organizations and Economic Development. 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]

IEPM 6120. International K-12 Education Policy. 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]

IEPM 6130. Comparative Issues in Higher Education. Examines higher education from an international/comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary higher education issues comparatively. [3]

IEPM 6140. Education Policy and Global Human Development. 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]

IEPM 6200. Education in the Asia-Pacific Region: Development, Reform, and Innovation. This course focuses on an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. Students will examine perspectives from educational researchers, policy makers and practitioners on the major issues, concerns and prospects regarding educational developments in the region. [3]

IEPM 7500. Special Topics in International Education Policy and Management. Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

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

IEPM 7960. Readings and Research in International Education Policy and Management. 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]

IEPM 7990. IEPM Practicum Professional Portfolio. 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 Organizational Performance

LOP 6100. Leadership Theory and Behavior. Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations, with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. [3]

LOP 6110. Organizational Theory and Behavior. Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, effectiveness) that modern complex organizations face. [3]

LOP 6120. Learning Organizations. Examines the interacting elements of learning organizations, such as horizontal structure, employee empowerment, information sharing, emergent strategy, and strong culture. Explores the characteristics of organizations with long-term success. [3]

LOP 6130. Strategy and Analytics I. This interdisciplinary skill development course designed to introduce students to the critical accounting, financial, strategic and analytical tools (including Excel) needed to understand how organizations work and to evaluate how well they are performing. It is structured as a hands-on course and students will use start-up organizations and strategies (for-profit, not-for-profit, and public sector) as a microcosm in which to explore the analytics of effective organizational performance. [3]

LOP 6140. Strategy and Analytics II. This intermediate level course uses a hands on approach to study how accounting, financial and analytical tools can be used to enhance the performance of for profits, not-for-profits, and the public sector. Students will improve their ability to: evaluate quantitative results, identify performance improvement strategies, develop charts and presentations to communicate organizational performance, and make effective decisions. Prerequisite: LOP 6130. [3]

LOP 6150. Evaluation of Organizational Performance. Study of the theory and practice of program evaluation as it is applied to various program or process initiatives in an organizational setting. Special attention to integration of evaluation and performance, evaluation strategies including balanced scorecards, measuring key results and indicators, assessing returns on expectations and investment, and crafting the role of evaluation in providing evidence to secure, create, and implement any process or change initiative that adds value to the organization's performance. Prerequisites: LOP 6130 and 6140 [3]

LOP 6200. Learning and Performance in Organizations. Theories of learning with emphasis on adult learning and development and implications for instructional leaders in organizational settings including private sector organizations, colleges, universities, and schools. [3]

LOP 6210. Design of Human Performance Interventions. Focuses on the process of designing human performance improvement (HPI) interventions. The course covers performance and environment analysis, diagnosing and selecting performance interventions (including strategic, systems, learning, engagement, and team development), design of interventions, and evaluation of results. [3]

LOP 6220. Consultation Skills. A skills-oriented course with focus on consultation skills for HRD practitioners (internal and external). Skills covered: entry, process observation, problem diagnosis, contracting, selected implementation issues (role conflict, role negotiation, training vs. non-training solutions), and evaluation. [3]

LOP 6230. Organizational Development. The study of broad change in organizations as it relates to the human resource development practitioner. Course focus is on the diagnosis, solution, and monitoring of system-wide change issues in organizations. [3]

LOP 6240. Leading and Facilitating Groups. Focus on how organization leaders guide, influence, coach, advise, support, teach and lead groups. Topics include observation and diagnosis of group dynamics and group processes, and design and implementation of group process interventions, including strategic processes, data reduction, action planning, process reviews, learning and development, decision-making, brainstorming, teams, and structured meetings. [3]

LOP 6250. Strategic Human Resources Planning and Business Processes. Theory and research in human resource planning. Topics include analyzing the organization's human resource needs under changing conditions and planning activities that will enable the organization to adapt to its environment [3]

LOP 6260. Executive Coaching. This course provides an understanding of the main roles, applications, and specializations of executive coaching. It includes a variety of behavioral theories and explores their implications for appropriate assessment techniques, goal-setting activities, well-designed interventions, and feedback processes. Students develop the tools necessary to develop an effective executive coaching process. [3]

LOP 6270. Leading Globally Diverse Organizations. The goal of this course is to enable students to improve an organization's ability to work effectively across potential barriers imposed by culture, race, gender, and other dimensions of diversity. Students will explore the political, financial, and organization-specific issues with a focus on developing strategies to enhance inclusivity. [3]

LOP 6280. Organizational and Corporate Communication. This course examines the ways in which communication/public relations theories and principles are applied to specific organizational situations. For those planning a career in public relations, this course will serve as an introduction and foundation. For those interested in leadership positions, the theories, tools, and processes are integral to broad organizational success. [3]

LOP 6290. Talent Management. This course examines the processes an organization uses to attract, retain, motivate, and develop the best people for their jobs. Students will study organizational recruitment, employer value proposition, retention, engagement, identification and development of high potential employees, succession planning, and employee development from the perspective of the organization's leaders and talent management professionals. Prerequisites: LOP 3100, 3110, 3120, 3130, 3140, and 3150. [3]

LOP 6310. Strategic Workforce Planning. This intermediate-to-advanced level course studies the disconnects between the current, reactive workforce planning and need for a proactive strategy that uses analytics to link workforce planning to an organization's strategy for the future. This course will use a combination of case studies, problem based learning, and hands-on work with HR software to give students opportunities to apply the concepts too real-world, real-time situations. [3]

LOP 7100. Leadership in the Professions. Professions are distinct from ordinary occupations in that professional work involves the application of unique abstract knowledge as part of practice and doing so with integrity and a commitment to particular values that transcend any particular job or organization. Leadership in such contexts must go beyond generic leadership theories that focus solely on individual or organizational performance to include theories that incorporate broader commitments to public, professional, and social values. In this course, leadership will be explored as supporting the dual roles of professionals as autonomous knowledge workers and as stewards of broader social; values. [3]

LOP 7500. Special Topics in Leadership and Organizational Performance. Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

LOP 7960. Readings and Research in Leadership and Organizational Performance. Semi-independent readings and research on selected topics in leadership and organizational performance. May be repeated for credit. Consent of instructor required. [1-3]

LOP 7980. Internship in Leadership and Organizational Performance. This is a supervised on-site experience. Students serve in positions that will use competencies in analysis, human resource management or development, organizational change or development, instructional design, assessment, evaluation, diversity, or other skills and knowledge as necessary. [1-3]

LOP 7990. Applied Experience. The Applied Experience in the Leadership and Organizational Performance program challenges students to integrate knowledge acquired through coursework, apply it to a supervised field experience, and reflect on their personal leadership development as well as an organization's performance. The intent of the applied experience is to allow the students to synthesize learning while expanding or deepening content

knowledge. Students will develop a critically appraised topic (CAT) (and assess the quality of the research on this topic to write an applied research paper or case study in the area of their choice. In addition, the student has the opportunity to develop and refine the necessary competencies and skills for proposed career objectives in a field of interest through reflective leadership assignments. [3]

Leadership, Policy, and Organizations

LPO 7200. Grants, Policy, and Administration. Grants from government and private sources provide crucial funding to universities, K-12 schools, hospitals, law enforcement agencies, social service agencies, and non-profit organizations. There is a constant demand for grant funding and for grant personnel who understand the range and complexity of grant funding sources. This course will ensure participants gain a practical understanding of grant theory, grant policy, grant funding research methods, and effective application of that knowledge in order to secure and/or disseminate appropriate grant funding for their organization or project. Since this course is designed to focus on grant policy development and grant administration, a primary focus will be placed on developing skills related to organizational internal and external strategic planning, capacity building and the creative and disciplined execution of grant funds. [3]

LPO 7300. Education Law. 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]

LPO 7500. Special Topics in Leadership and Organizations. Explores special issues or topics related to leadership and organizations. May be repeated with change of topic. [1-6]

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

LPO 7860. Research Design and Data Analysis I. This course is the first in a two course sequence designed as an introduction to and application of applied statistics in public policy. The course will provide students with a basic understanding of statistical concepts, including common statistical techniques and applications and proper interpretation and analysis. This foundation not only provides the basis for the second course, but it also equips students to conduct the types of public policy and data analyses that are typical in education and public policy jobs. [3]

LPO 7870. Research Design and Data Analysis II. This course is an applied statistics course in public policy. Students will learn to mine and tame datasets to address research questions. Our concern will be with the application of certain statistical techniques, not their mathematical derivation or theoretical underpinnings. We will break the class into subsections where we will begin with a set of research questions regarding K-12 education policy, higher education or other topic. Students will use datasets to analyze and understand the research question. [3]

Psychology and Human Development Courses

PSY-PC 5120. Adolescent Development. Also listed as PSY-PC 2550. Examines theory, research, and other literature pertinent to the development and education of adolescents (ages 12-19). Specific topics include: cognitive

and social development; issues in identity, intimacy, autonomy, and sexuality; family-adolescent relationships; peer relationships; school achievement and organization; choices and decision making related to work. [3]

PSY-PC 6010. Applied Child Studies. Survey of theories and research advances in child development from birth through adolescence. Emphasis on application of developmental science and knowledge to practical situations (e.g., parenting, teaching and learning, youth development programs, divorce, childcare and preschool programs, children in hospitals). [3]

PSY-PC 6020. Advanced Applied Child Studies. This advanced seminar offers students the opportunity to develop a greater understanding of the role of the academic community in the promotion of positive youth and family development. Drawing on relevant theory, research, and applications, students learn how community agencies and academic scholars integrate science and practice in service delivery, program innovation, and policy making. [3]

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

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

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

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

PSY-PC 6440. Becoming an Evidence Based Practitioner. Competent practice in health and mental health requires a commitment to providing assessment and treatment that is informed by the best available research evidence. The more comprehensive construct of evidence based practice in psychology (EBPP) requires the integration of research with clinical expertise and contextual factors, including setting and client characteristics. The purpose of this applied course is to prepare students to become evidence based practitioners to promote quality of care and narrow the gap between psychological science and practice. Learning methodologies emphasize active participation in discussion of course content and applied practice with relevant tools and strategies. Required before beginning practicum in assessment. Consent of instructor required. [3]

PSY-PC 6450. Psychopathology. An overview of common psychopathologies across the age span with a focus on the problem of behavior of children and adolescents. The purpose is to familiarize students with the history, classification systems, current concepts, and empirical findings/methods in the study of psychopathology. In addition, the nature, structure, etiology, and developmental course of various disorders will be addressed. Although

this is not an "assessment:" or "treatment" class, some assessment techniques and treatment components will be surveyed as these are intrinsically tied to knowledge about the nature of any given disorder. This course is intended to promote critical thinking and scholarly attention to the historical and current literature regarding major issues in psychopathology. [3]

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

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

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

PSY-PC 7130. Introduction to Formal Linguistics. 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-PC 7160. Bilingualism and Second Language Learning. 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-PC 7170. Cognitive Science of Reading. 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-PC 7180. How We Talk. 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-PC 7190. Language and the Brain. 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-PC 7210. Hospitalized Child. This course is designed for individuals who want to know more about the psychosocial needs of children, adolescents and families in health care settings and situations. Some of the specific topics covered in this course include: impact of illness and hospitalization on the family; social and developmental issues and how they interface with health care; normative development within the hospital; psychosocial roles of various healthcare team members; preparation of patients and families for health care experiences; utilizing play for therapeutic purposes; spirituality and its impact on the child and family's health care experience; the child who is dying; pediatric palliative and hospice care; an introduction to the field of child life; and an introduction to the field of pediatric / family advanced practice nursing. [3]

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

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

PSY-PC 7878. Statistical Consulting. 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. 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. 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-PC 7940. Directed Research in Applied Child Studies. May be repeated for credit. [3]

PSY-PC 7950. Child Studies Practicum: Applied Professional. Supervised on-site experience in a professional role. Course builds on students' core knowledge of children and their development through the integration of theory, research, and practice. Applied work is grounded in evidence-based best practices developmental research. Students serve as educators, research associates, or other members of professional teams in such diverse settings as children's hospitals, school systems, early intervention programs, advocacy, university research teams, governmental agencies, or nonprofit groups. [3-6]

PSY-PC 7951. Child Studies Practicum: Clinical & Developmental. 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-PC 7953. Clinical Psychological Assessment Practicum. This course provides opportunities for group consultation and instruction, as well as additional clinical supervision for all Master's students in the Clinical Psychological Assessment (CPA) program who are currently completing practicum in comprehensive psychological and psychoeducational assessment. May be repeated for credit. [1-3]

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

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

PSY-PC 7982. Quantitative Methods Internship. All Quantitative Method majors must complete an internship to fulfill their major requirements. [2]

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

Note: See the Vanderbilt Graduate School Catalog for additional PSY-GS 8000-level graduate courses.

Special Education Courses

SPED 7000. Education and Psychology of Exceptional Learners. Presents an overview of people who are labeled "exceptional" and the implications for education related to them. Examines the disabilities that people have and services, systems, and concepts associated with them. Includes legal, sociological, educational, political, general system theory perspectives and psychological perspectives. State and Federal law relating to education from infancy

to adulthood will be related to intervention, ethics, and issues. Discuss trends and issues related to the areas of exceptionality and relate these to previous trends, issues, and attitudes. [3]

SPED 7100. Cultural Diversity in American Education. Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. FALL. [3]

SPED 7120. High Poverty Youth: Improving Outcomes. (Also listed as HOD 6400) Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

SPED 7200. Attention Deficit/Hyperactivity Disorder: Educational Implications. This advanced undergraduate/masters-level course will first address the issues and controversies surrounding the definition, etiology, and identification of Attention Deficit/Hyperactivity Disorder (AD/HD). Potential relationships or related issues involving other child characteristics or difficulties, including child temperament, depression, bipolar disorder, Tourette's Syndrome, and oppositional-defiant disorder, will also be addressed. A major focus of the course will be working successfully with children with AD/HD in the school and classroom. A collaborative, multimodal model that involves parents, general and special education teachers, school psychologists, and other professionals as appropriate will be emphasized. Integration of multiple forms of intervention will be explored, including affective, behavioral, cognitive, social, and medical approaches; discovering what works for children with AD/HD is an ongoing process that requires experience, persistence, and collaboration. (Not currently offered) [3]

SPED 7400. Management Procedures for Academic and Social Behavior. Application of behavioral principles in educational settings. Presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. Emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Review of research methodologies and the critical analysis of research literature in the area of applied behavior analysis are required. Students apply their skills in classroom settings. [3]

SPED 7430. Administering Ethical Behavior Analytic Services. This course provides a forum for students to discuss challenges to the ethical practice of behavior analysis in applied settings. Students will be expected to critically analyze the pros and cons of various existing behavioral consultation models weighing the standards set forth by the Behavior Analyst Certification Board's (BACB) Guidelines for Responsible Conduct against the fiscal limitations of a working business model. Additionally, students will be required to design (or adapt) an ethical model of consultation for their own practice. [3]

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

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

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

SPED 7980. Internship in Special Education. Supervised on-site experience in a professional role. Opportunity to demonstrate advanced competencies while serving as teacher, counselor, research associate, administrative aide, or other member of professional teams. [1-12]

SPED 7981. Theory in Behavior Analysis. Designed for students in the applied behavior analysis specialization, this course provides an introduction to B.F. Skinner's foundational philosophical groundwork (i.e., "radical behaviorism") for a natural science of behavior. The purpose of this course is to expose students to a purely environmental theoretical account of both "public" and "private" human behavior. Its requirements are fairly non-traditional in that students must attend Friday afternoon lab meetings across four academic semesters and course credit is tied to the successful completion of an intensive practicum and capstone project. Three credit hours required over a four semester sequence. [0-3]

SPED 7989. Specialty Project. A specialty project or thesis are program requirements to graduate. Students who plan to complete a specialty project may enroll for one hour of credit to fulfill this graduation requirement . One hour of specialty project constitutes full-time enrollment. [1]

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

Severe Disabilities (Comprehensive)

SPEDS 7000. Issues in Family Intervention. Provides information on issues and practices related to families with children who have special needs. Emphasis on taking a family systems perspective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws 94-142 and 99-457. [3]

SPEDS 7100. Augmentative and Alternative Communication. This course is designed to provide an overview of the field of augmentative and alternative communication (AAC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of the theories that are important to the understanding of appropriate uses of AAC systems, and the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include guidelines for selecting, implementing, using, and monitoring the use of AAC systems. Corequisites: SPEDS 7250 and 7954. [3]

SPEDS 7200. Advanced Access to General Education and Teaching Functional Academics. Graduate-level course in which a variety of curricular options are discussed for supporting students with severe disabilities in accessing general education and grade level standards. Evidence-based instructional strategies for teaching reading, math, science, and social studies as functional life skills are presented. Students develop and demonstrate lesson plans and instructional units to teach students with severe disabilities. [3]

SPEDS 7250. Methods of Instruction for Students with Autism, Intellectual, and Multiple Disabilities. This course addresses research based assessment and instructional strategies for equipping students with intellectual and multiple disabilities with the skills and knowledge that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Corequisites: SPEDS 7100 and 7954 [3]

SPEDS 7300. Procedures for Transition to Adult Life. Graduate-level overview of history, legislation, philosophy, and practice in the areas of secondary transition and post secondary outcomes for persons with disabilities. Emphasis on issues and strategies related to promoting a successful transition from school to adult life. Students are required to evaluate high school students' performance and develop instructional programs to apply in school or work training sessions. Corequisites: SPEDS 7700 and 7954. [3]

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

SPEDS 7600. Teaching Reading to Students with Severe Disabilities. 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]

SPEDS 7700. Characteristics of Students with Autism, Intellectual, and Multiple Disabilities. This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with intellectual and multiple disabilities in educational settings. Corequisites: SPED 7954 and SPEDS 7300 [3]

SPEDS 7710. Current Issues in Autism and Severe Disabilities. This course addresses critical issues, policies, and research relevant to the education of students with intellectual disabilities, autism, and multiple disabilities. Emphasis will be placed on recent advances in best practices and evidence-based interventions. This semester, the course will focus on policies and practices that promote flourishing and meaningful inclusion among children, youth, and young adults with significant disabilities. [3]

SPEDS 7951. Fieldwork in Autism, Intellectual, and Multiple Disabilities. Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: consent of instructor. [1-3]

SPEDS 7953. Advanced Field Work Multiple and Severe Disabilities. 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]

SPEDS 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities. Graduate student observation and participation in school programs for students with severe exceptionalities and/or autism. 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 7960. Readings and Research in Severe Disabilities. Individual programs of reading or research in Severe Disabilities. May be repeated. Consent of instructor required. [1-3]

SPEDS 7991. Extended Student Teaching for Graduate Students. 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]

Early Childhood Special Education

SPEDE 7100. Advanced Issues in Family Intervention. Provides information on issues and practices related to families with children who have special needs. Emphasis on taking a family systems perspective and a family centered approach to intervention. Provides strategies for effective communication for the purpose of information sharing and collaborative planning with families. Topics include definition and history of the family, family and professional relationships, professional ethics, models of working with families, service coordination, family assessment and the IFSP, promoting family participation in the IEP, and Public Laws 94-142 and 99-457. [3]

SPEDE 7400. Instruction and Learning in Early Childhood Special Education. Provides the historical, legal, and theoretical foundations of early intervention/early childhood special education for infants, toddlers, and preschoolers with disabilities. Includes recommended practices related to assessment and instruction for early childhood classes. Discusses typical and atypical development, assessment to identify goals and outcomes, and strategies for promoting development. [3]

SPEDE 7450. Screening and Assessment in Early Childhood Special Education. Provides information typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other professionals. [3]

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

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

SPEDE 7600. Recommended Practices in Early Elementary Grades for Children with Disabilities. Provides information on typical and atypical development of early elementary children with disabilities. Includes discussions of the general education curriculum (literacy, mathematics, social studies, and science) and recommended practices in adapting that curriculum for children with disabilities. [3]

SPEDE 7700. Teaching Reading to Students with Disabilities in Early Childhood. 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]

SPEDE 7800. Speech and Language for Exceptional Learners. Provides information on communication assessment and, intervention procedures useful for teachers of young children including children with disabilities and children at-risk due to poverty. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. [3]

SPEDE 7951. Instruction and Learning in Early Childhood Special Education. 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. [4]

SPEDE 7953. Advanced Field Work in Early Childhood Special Education. The second practicum for graduate and professional students with a major or minor in any area of exceptionality, with opportunity for supervised participation in community special education programs. Prerequisite: consent of instructor. [1-3]

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

SPEDE 7991. Extended Student Teaching for Graduate Students. 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]

High Incidence Disabilities (Interventionist Specialist)

SPEDH 7100. Trends and Issues in Learning Disabilities. Provides advanced study of current trends, research, and issues in mild/moderate disabilities with specific emphasis on learning disabilities. Historical perspectives and theoretical models are reviewed along with empirical research related to definitions, identification procedures, conceptualizations, educational strategies, and service delivery options for individuals with learning disabilities. [3]

SPEDH 7200. Trends and Issues for Students with Behavior Disorders. This course focuses on an historical overview and analysis of theoretical issues regarding etiology and treatment of severe behavior disorders. The course reviews definitions, historical development, contributing factors, and major classifications of behavior disorders. An overview of research methods used in treating disordered behavior is presented. Ability to analyze, synthesize, and apply research methods related to prevention and management strategies with children and adolescents is required. [3]

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

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

SPEDH 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties. This course focuses on the diagnosis and evaluation of students with severe and persistent academic and behavior difficulties using a variety of developmentally appropriate curriculum based measurements, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific considerations is given to the reporting of assessment information to parents, teachers and other support personnel to determine appropriate placement levels within the continuum of services. [3]

SPEDH 7400. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties.

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

SPEDH 7410. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties.

This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. [3]

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

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

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

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Mod. Focuses on current teaching practices in the field, with an emphasis on examination of research bases of effective teaching with students with behavior problems. Covers procedures for serving learners with behavior problems who are served by consultant, resource, and self-contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices, and to apply the knowledge to classroom situations for students with behavior problems. [3]

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

SPEDH 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties require intensive intervention to meet their individualized education program goals. Given many of these students have co-occurring academic and behavior support needs, the primary purpose of this course is to teach candidates how to provide intensive behavioral supports in the context of academic instruction in educational settings. Course content includes methods of conducting functional behavior assessments and function-based interventions and implementation of data-based individualization (DBI) to appropriately individualize supports for these students. [3]

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

SPEDH 7810. Research Methods in Special Education. The primary purpose of this course is for students to become discriminating consumers of educational research. By completing this course, students should be able to read and understand the nature and quality of the designs described in many research articles. They should be able to think critically about such work and determine whether the authors' conclusions are warranted. Students will also learn about differences between qualitative and quantitative research; and between survey, correlational, causal-comparative, and experimental research. [3]

SPEDH 7951. Field Work in Special Education Teaching. Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: consent of instructor. [1-3]

SPEDH 7953. Advanced Field Work in Special Education. 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]

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

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

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

SPEDH 7991. Extended Student Teaching for Graduate Students. 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]

Visual Disabilities

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

SPEDV 7510. Medical and Educational Implications of Visual Impairments. Assessment of sensory function, including integration of information from medical and rehabilitation vision care specialists, as basis for planning, implementing, and monitoring intervention/education for learners with visual impairments, with emphasis on specific visual disorders, functional use of senses, assistive technology for enhancing visual function (i.e., optical and nonoptical devices), and family/child characteristics. Linking structure/function of visual system to most prevalent visual conditions, identifying implications of conditions for development and learning, and identifying appropriate accommodations for optimizing visual function. Roles of teachers of students with visual impairments; medical, educational, and rehabilitation professionals; families; and other team members in optimizing outcomes for students with visual impairments. Content provided through lectures, demonstrations, observations, laboratory dissections, and integrated fieldwork. [3]

SPEDV 7520. Educational Procedures for Students with Visual Impairments. Introduction to the literature, history, principles, programs, practices, and problems in the field of visual impairment/blindness. Role of teacher of students with visual impairments in providing access to the general core curriculum, providing instruction in the expanded core curriculum for students with visual impairments, and introduction to assistive technology. Using assessment and data driven decision making to guide intervention planning, implementation, and progress monitoring. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7525. Braille Reading and Writing. Literary braille code and introduction to Nemeth code for mathematics. Braille writing and reading proficiency for future teachers of students with visual impairments. Introduction to strategies for infusing braille into literacy instruction and technology for producing and accessing braille. Students read, write, and proofread braille and observe teachers as they teach braille to students with visual impairments. [3]

SPEDV 7530. Advanced Braille. Catalog Description: Proficiency in Nemeth code for Braille mathematics; introduction to Braille computer, music, and foreign language codes for future teachers of students with visual impairments. Introduction to strategies for teaching mathematics to students who use Braille. Students read, write, and proofread advanced braille codes; observe teachers as they teach advanced braille codes to students with visual impairments; and acquire technology skills required to teach and produce Braille to students with visual impairments. Prerequisite: SPEDV 3335 or permission of the instructor. [2]

SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments. Promoting/teaching communication and literacy skills, including use of assistive technology for communication and literacy (augmentative communication devices, computer-assisted instruction, keyboarding skills, non-optical devices for enhancing reading and writing, etc.) for students with visual impairments, including those with multiple disabilities. Special emphasis on learning media assessments; assessment of communication and literacy skills for intervention planning, implementation, and program monitoring; accessibility and production of appropriate learning media. Open only to individuals who have completed or are currently enrolled in a Braille class. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Consent of Instructor required. [3]

SPEDV 7550. Orientation and Mobility for Teachers of Students with Visual Impairments. Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

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

SPEDV 7570. Advanced Procedures for Students with Visual Impairments. Advanced strategies for providing access to the general core curriculum and providing instruction in the expanded core curriculum for students with visual impairments, early intervention and family-centered practices, with particular emphasis on assistive technology/technology and universal design for learning. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7951. Field Work in Visual Impairment. 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]

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

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

SPEDV 7991. Extended Student Teaching for Graduate Students. 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]

Note: See the Vanderbilt Graduate School Catalog for additional SPED 8000-level graduate courses.

Teaching and Learning Courses

Education

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

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

EDUC 6030. Learning and Instruction. Introduces theories of learning and explores their utility for the design of learning environments. Contrasts socio-cultural and cognitive approaches toward concepts and categories, problem solving, and model-based reasoning. For master's degree students with a major in Learning and Instruction.[3]

EDUC 6040. Analysis of Teaching. Use of objective and unobtrusive evaluation procedures and methodologies in a variety of educational settings. Emphasis on theoretical base for qualitative and quantitative evaluation and methodologies. Experience given in collecting, processing, summarizing, and reporting data. [3]

EDUC 6050. Parents, the School, and the Community. Focuses on parent participation, parent education, and community involvement in school programs. Laboratory experiences in school settings will examine ecological influences and environmental transactions among the home, school, and community. [3]

EDUC 6060. Cultural Diversity in American Education. (Also listed as SPED 6200) Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. [3] Fall.

EDUC 6070. Foundations of Education. An introduction to schools, classrooms, teaching, and the nature of students and learning. Intended for master's degree students who are in the early stages of preparing for licensure as early childhood, elementary, or secondary school teachers. [3]

EDUC 6080. Designing for Contexts. Examines how contextually responsive curricula shape learning in schools and other learning environments. Participants explore research, practices and models of responsive curricula design that include design of authentic tasks and assessments. [3]

EDUC 6100. Development in Context: the Effects of Poverty. This graduate class is to acquaint students with the strong evidence that poverty experienced in childhood in the United States has consequences on development, health and well being both immediately and long term into adulthood. The course will focus on the outcomes as well as understanding the process by which poverty exerts its effects. [3]

EDUC 6110. Learning Ecologies I: Equity, Access, and Inclusion in Context. 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. [2]

EDUC 6120. Advanced Practicum in Literacy and Mathematics. 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 [1]

EDUC 6200. Classroom Organization and Management. This course is designed to provide students a broad overview of classroom management including its theoretical base, application in practice, and implication for student outcomes. Students will read and reflect on a variety of theories and practices of classroom management, examine how their understanding of students affects their management, and use their placement experiences to practice and learn strategies to facilitate whole class activities, and manage individuals and groups of students [1]

EDUC 6210. Theory and Practice of Literacy Education in Elementary Grades. Introduces curricular methods of teaching reading and language arts in elementary grades with emphasis on a theoretical and research base for

classroom practice. Intended for master's degree candidates seeking initial licensure in elementary education. Corequisite EDUC 6211 and SSED 6250. [2]

EDUC 6211. Advanced Practicum: Literacy and Social Studies. This course is intended for Master's degree students seeking certification in Elementary Education. This practicum experience, taken concurrently with EDUC 6210 (Theory and Practice in Literacy) & SSED 6250 (Advanced Teaching of Social Studies in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of reading, language arts, and social studies. Students will spend four hours a week in a field-based classroom setting in literacy and social studies, distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

EDUC 6220. Theory and Practice of Writing in Elementary School. This course provides in-depth study of theory and practice in writing and its relation to the other language arts (reading, speaking, listening, and visual representation [including electronic media]) and related arts (e.g., drama, art). Special emphasis is given to writing development and the teaching of writing in the elementary years. [2]

EDUC 6230. Teaching Literacy for Diverse Learners. Preparation for understanding literacy problems that learners may be experiencing, factors that may contribute to literacy problems, and to teach theoretical and pedagogical orientations, principles, and philosophies intended to be responsive to children's abilities, skills, differences, and cultural practices. The course examines factors associated with literacy development, such as text, cultural-social issues, language, instruction, and cognition. Current and relevant research investigating practices that support the literacy development of learners' developmentally appropriate and specialized literacy instruction, student learning and learning environments, social and cultural contexts, and text factors are discussed. Focus on methodologies for accommodating students with diverse learning needs in regular classrooms and special settings, with opportunities to use informal assessment tools to collect and analyze data to inform instruction. Provides teaching experience within a school setting. [2]

EDUC 6251. Advanced Practicum: Mathematics and Science. This course is intended for Master's degree students seeking certification in Elementary Education K-6. This practicum experience, taken concurrently with MTED 6250 (Advanced Teaching of Mathematics in Elementary Schools) & SCED 6250 (Advanced Teaching of Science in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of mathematics and science in the elementary school. Students will spend four hours a week in a field-based classroom setting in mathematics and science distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

EDUC 6300. Advanced Social and Philosophical Aspects of Education. Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

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

EDUC 6320. Practicum in Music Education. Observation, participation, and supervised music teaching in a variety of school, grade level, and instructional music settings, designed to integrate and apply musical knowledge and teaching skills developed within the undergraduate degree program. Bi-weekly seminar included. [1]

EDUC 6330. Recognizing and Responding to Diverse Learners. 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. [1]

EDUC 6400. Literacy Development. Survey of theories and approaches to developing reading and writing in school-based settings. In-depth development of theory and research related to literacy development, with an emphasis on reading/writing processes and instruction. [3]

EDUC 6410. Literacy Assessment and Professional Development. Study of literacy assessment research and practices, multiple opportunities for collecting and analyzing data using multiple assessment tools, and methods for

implementing diagnostic findings in PreK-12 settings, emphasizing corrective instruction. Attention is given to professional development of teachers and para-professionals in areas of literacy development and methods for communicating the use of assessment information to guide instructional decisions. [3]

EDUC 6420. Literacy for Diverse and Special Needs Learners. Emphasis on theories, research, philosophies, principles, and procedures associated with approaches to literacy instruction for students experiencing problems with literacy development. Analysis of multiple factors and handicapping conditions contributing to literacy difficulties and how these affect diagnostic and instructional outcomes. Focus on methodologies for accommodating literacy problems in regular classrooms and special settings, and communicating with professionals, parents, and para-professionals. [3]

EDUC 6421. Diverse and Special Needs Learner Practicum. Students plan and conduct literacy instruction for students with serious reading/writing difficulties. Emphasis on analysis of multiple forms of data and instructional decisions and communication of these analyses with teachers, families, and para-professionals; implications for professional development are derived and communicated. [1-3]

EDUC 6430. Issues and Trends in Literacy Instruction. A survey of issues and trends in literacy, including topics such as reading in a pluralistic society, early reading, intervention strategies, appraisal, and measurement. [3]

EDUC 6450. Learning to Write: Theory and Research. 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]

EDUC 6460. Language, Education and Diversity. This class examines environmental factors that affect language and literacy development with special attention to the impact of cultural and linguistic diversity on development. The course surveys development from birth through early adolescence and examines promising interventions that foster acquisition of language competencies that are associated with literacy. The interventions examined are selected by students with guidance from the professor. Readings are primary source articles and chapters; discussions address research methodology, theoretical implications and practical applications. [3]

EDUC 6510. Principles of English Language Learner Education. This course, specifically designed for non-ELL majors, examines theoretically and empirically supported practices to support the education of students from culturally and linguistically diverse backgrounds in grades PreK-12. Topics include: the role of second language acquisition in academic achievement, instructional strategies used in a variety of program settings, appropriate assessment of ELLs in the classroom, the importance of ELLs home language and culture, and ESL research and history relating to policies and programs affecting ELLs. Consideration of how to attain more equitable outcomes for ELLs through schooling is a major focus of this course. [3]

EDUC 6520. Foundations for English Language Learner Education. This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. [3]

EDUC 6521. Practicum for English Language Learner Education. The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Co-requisite with EDUC 6520. [1]

EDUC 6530. Educational Linguistics and Second Language Acquisition. This course focuses on the applying of theories of linguistics and second language acquisition to the teaching of English language learners. Topics covered include the structure of the English language, English as a system, language acquisition and development, language variation, and theories of second language acquisition. [3]

EDUC 6540. Methods and Materials for English Language Learner Education. This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (PreK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development for LEP children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour EDUC 6541 [3]

EDUC 6541. Practicum for English Language Learner Education II. The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a biweekly basis to assess their progress in the field. Co-requisite with EDUC 6540 . [1-3]

EDUC 6550. Assessment of English Language Learner Students. This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. [3]

EDUC 6551. Practicum for English Language Learner Education III. The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students' native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Co-requisite with EDUC 6550. [1]

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

EDUC 6565. Scholarly Writing and Thinking. 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. [2-3]

EDUC 6570. Teaching Second Language Literacy. The focus of the class will be to identify the differences between first and second language literacy, as well as how to plan instruction, how to recognize and make use of different types of curriculum, how to identify the various components of literacy, and how to teach these effectively to second language learners. Specific instructional approaches designed for second language learners will also be presented. [3]

EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction. Critically evaluates the most recent developments in research, policy, and instruction dealing with the second language learning and academic achievement of English language learners (ELLs). Research includes program evaluation studies, literature reviews focused on the learning of ELLs in specific content areas (math, science, social studies, and literature), and influential works by leading theorists and researchers. Policy focuses on citizen-sponsored ballot initiatives that directly impact ELLs, influential judicial decisions, and legislation designed to address the unique needs of these students. Instructional issues will be addressed partially by the reviews of the research and will be supplemented with a discussion of dominant instructional approaches and frameworks). [3]

EDUC 6590. Language Variation and Socialization. This course provides a sociocultural view of language development and use in the US. Specific topics covered include examination of components and characteristics of language structure as they relate to dialectal variation, discourse patterns and ways in which they relate to discourse differences among dialect groups. We will analyze the socio-political nature of language standards and "standard" usage and investigate ways in which teachers can integrate dialect diversity into the language arts classroom and reading instruction language. Prerequisite or co-requisite: EDUC 6530: Educational Linguistics/Second Language Acquisition. [3]

EDUC 6595. Qualitative Language Analysis. 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. Prerequisite: EDUC 6530. [3]

EDUC 6610. Learning, Diversity, and Urban Studies, Seminar I. The Learning, Diversity, and Urban Studies Seminar I is designed to serve as a foundation for the master's program, Learning, Diversity, and Urban Studies (LDUS). Students in the LDUS program enroll in a yearlong seminar (Seminar I and II) that has been designed to build programmatic synergy and coherence among the central strands of the program (learning, diversity, and urban studies). To build programmatic coherence, students in the LDUS Seminar I will address some of the pertinent matters regarding in-school and out-of school teaching and learning. Essential topics of the course include race and equity in urban and diverse contexts, poverty, social class and stratification, teacher and student identity development, teachers and teaching in urban contexts, learning in urban contexts, curriculum development, and classroom management. [3]

EDUC 6620. Learning, Diversity, and Urban Studies, Seminar II. The Learning, Diversity, and Urban Studies Seminar II is a continuation of Seminar I and is designed to deepen students' knowledge related to learning, diversity, and urban studies. Students in the LDUS program have been exposed to a range of important matters related to learning, diversity and urban studies, and the goals of this second seminar are to assist students in expanding their knowledge and understanding related to some of the micro- and macro-level structures and systems that shape urban and highly diverse contexts. The seminar will expose students to the interplay between and among discourses related to policy, geography/social context, reform, and "achievement". While Seminar I was designed to assist students in understanding some broad, yet essential and fundamental, issues and perspectives related to diversity and urban studies, Seminar II is designed to help students deepen their knowledge and to situate and position themselves in ways that will allow them to (re)enter educational institutions and systems prepared to participate and transform them based on what they have come to know. [3]

EDUC 6640. Issues in Urban Schools I. Issues of urban communities and schools will be addressed including a special focus on an issue for conducting an interdisciplinary project. Classroom management issues will be addressed. Study groups will discuss issues raised in the full seminar setting that are of particular interest to participants in each school. [3]

EDUC 6650. Issues in Urban Schools II. Issues of urban communities and schools will be addressed with an exploration of an issue for conducting an action research project. Classroom management issues initially introduced in the Seminar I will be continued. Within-school study groups will focus on issues raised in the full seminar setting that are of particular interest to participants in each school. [3]

EDUC 6660. Civil Rights and Civil Responsibilities. This course engages students in a sociohistorical examination of the forms and impacts of movements for racial justice, in the US with an emphasis on a critical studies framework. Using an integrative and interdisciplinary approach, the course draws on intersecting and divergent knowledge, both from a variety of scholarly disciplines and from oral and written histories of activists and movements. We will examine classic and contemporary movements both as a tradition in its own right and as a lens through which we can better see culture and society as a whole. We will examine self-representation while keeping in mind how these representations respond to and interact with the majority culture. Particular attention will be given to the interrelationship of themes associated with identity, race, religion, and gender. [3]

EDUC 7100. Learning Out of School. This graduate seminar focuses on the learning of disciplinary knowledge and practices in out-of-school settings. These contexts include, for example, homes, community centers, performance troupes, workplaces, hobbyist groups, museums, zoos, prisons, hospitals, social media, and many more. We educators challenge our current notions about learning when we investigate learning in a wider variety of contexts, goals, and participants. [3]

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

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

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

EDUC 7190. Planning and Assessment Strategies. 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]

EDUC 7200. Race, Identity, and Agency in Education. This course is designed to explore emerging literature that is situated at the intersection of scholarship on race, identity, "success," and education. This research examines the ways in which race, racialization processes, and identity emerge to affect learning, participation, and marginalization within educational domains. This course will also be focused on deconstructing racial and gender hierarchies of educational ability. [3]

EDUC 7300. Power and Identity in STEM. 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]

EDUC 7400. Design for Disruption: Unmaking Social Inequality. 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]

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

EDUC 7550. Critical Race Theory: Race and Racism in Education. 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]

EDUC 7600. Urban Education: Theory, Research and Practice. 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]

EDUC 7700. Humanizing Pedagogies. 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]

EDUC 7800. Designing and Studying Environments for Informal Learning. 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]

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

EDUC 7940. Field Experiences in Education. Individual or group opportunities for observation or other activities in a field setting, arranged by the student and the supervising professor with a local school system or other educational agency. Consent of faculty supervisor required. May be repeated for credit. [1-6]

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

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

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

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

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

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

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

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

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

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

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

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

EDUC 7970. Internship in Teaching: Elementary. Observation, participation, and teaching in graduate intern centers and/or schools. Post-baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. Students will take five credits during the spring, one the following summer. [1-5]

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

EDUC 7972. Internship in Teaching: Secondary. Observation, participation, and teaching in graduate intern centers and/or schools. Post baccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. [1-6]

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

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

EDUC 7980. Internship in Education. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7981. Internship in English Language Learner Education. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7982. Internship Learning and Design. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7983. Internship in Learning, Diversity, and Urban Studies. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7984. Internship in Reading Education. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7985. Internship in Teaching and Learning in Urban Schools. Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7990. Master's Thesis in Education. Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-3]

EDUC 7992. Capstone Seminar. Students who are enrolled in the non-licensure master's program are required to enroll in this course designed to assist students in preparation for the Capstone Experience. The master's Capstone experience enables students to synthesize and demonstrate their knowledge in core areas of the graduate program. Core areas are (1) the learner and learning principles, (2) learning environments, (3) curriculum and instructional strategies, and (4) assessment. Students will be guided on the requirements of the capstone, and supported through the proposal writing stage and submission. Students will identify a problem statement, research/resources for conceptual development, and engage in critical review of proposals. [1]

Note: See the Vanderbilt Graduate School Catalog for additional EDUC 8000-level graduate courses.

English Education

ENED 6080. Advanced Study of Literature for Children and Adolescents. Designed to provide students who already have introductory experiences in children's and adolescent literature advanced study in the field. A variety of current topics relevant to the field of study will be explored. Prerequisite: prior coursework or experience in the field of children's literature required. [3]

ENED 6200. Teaching Literature in Elementary Classrooms. Introduces students to the study of the field of children's literature and the principles of teaching literature in school settings. [2]

ENED 6310. Perspectives on the English Language. Examines English linguistics and language history, explores multiple methods of teaching the grammar of Standard Written English, and of teaching vocabulary and spelling. For teachers and prospective teachers of English/language arts classes of grades five through twelve. [3]

ENED 6330. Social and Psychological Foundations of Adolescent Literacies. Studies significant backgrounds in adolescent development and in social theories of adolescence with a particular emphasis on the role of literacy in adolescents' lives. Examination of literacy includes historical perspectives, out-of-school literacies, the expansion of multilingualism, and the expansion of multimedia. Corequisite: ENED 6331 [3]

ENED 6331. New Media Field Experience in English Education. Through placements in media outlets outside of educational environments (e.g., news services, music or video industry, web development), students participate in and examine the production of media, literacy, and contemporary culture. Placements are selected and reflections are guided to promote reflections on changing practices of literacy outside of school contexts. Corequisite: ENED 6330. [1]

ENED 6340. Reading and Learning with Print and New Media. Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

ENED 6350. Adolescent Readers. 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. [1]

ENED 6360. Literature, Popular Culture, and New Media. Examines a wide range of multigenre, multimodal, and digital texts appropriate for readers of middle school and high school age. Considers the influence of popular culture and digital technologies on young adult literature. Includes materials and texts for readers of various ability levels. [3]

ENED 6370. Teaching Literature and Media to Adolescents. Students study how pedagogy might be developed that connects traditional literature instruction with popular cultural media. Methods and theories for reading and teaching short stories, poetry, and novels are juxtaposed and interwoven with methods and theories for reading and teaching websites, comics, film, and other media. Corequisite: ENED 6371. [3]

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

ENED 6380. Teaching Writing and Multimedia Composition. Explores contemporary composition as an activity that draws on a diverse palette of media resources, while also being deeply connected to practices associated with

traditional print. Emphasizes how teaching composition in print and new media, in parallel, can support student literacy development. [3]

ENED 6400. Harry Potter and Children's Literature. Students will examine British literature related to J.K. Rowling's novels. Students will be asked to relate what they learn from other children's literature to the characters, plot, and themes of the Harry Potter novels 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]

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

ENED 7320. Untapped Potential: The Power of Books for Fostering Language and Thinking. 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]

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

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

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

Humanities Education

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

Mathematics Education

MTED 6200. Mathematical Concepts for Elementary Teachers. The course is designed for prospective elementary school mathematics teachers and focuses on the number and operations strand of the mathematics curriculum. The course is designed to deepen students' understanding of number and quantity, and to enable them to become familiar with the relevant strands of mathematics curricula. Children's quantitative reasoning and specific practices for supporting their learning are emphasized throughout the course. [2]

MTED 6250. Advanced Teaching of Mathematics in the Elementary School. Foundations of elementary school mathematics and pedagogy for teaching this content will be examined. Problem solving, mathematical modeling, the language of mathematics, instructional techniques, and ways in which children learn mathematics will be emphasized. [3]

MTED 6370. Advanced Teaching of Mathematics in Secondary Schools. A study of teaching and learning mathematics in middle and secondary schools with particular emphasis on the theoretical and research bases for classroom practice. Examines pedagogies that increase student understanding with particular emphasis on such secondary school mathematics topics as: functions, the arithmetic to algebra transition, geometry, spatial thinking, problem-centered learning, proof, history of mathematics and its relationship to other fields. Intended only for master's degree candidates seeking initial licensure. Corequisite: MTED 6371. [3]

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

MTED 6380. Computers, Teaching, and Mathematical Visualizations. Examining the 7-14 mathematics curriculum as a body of ideas that students can develop over time and the use of computer environments to support teaching and learning them. [3]

MTED 6610. Teaching and Learning of Advanced Numbers. The course is designed for teachers of mathematics in grades 4 - 8. The focus is on ways in which the teacher can build on students' understanding of additive structures and place value to support the development of multiplicative reasoning and understanding of rational numbers represented as fractions, decimals and percents. Children's mathematical thinking as well as ways to support their learning will be considered. Additionally, structures that support learning mathematics with understanding will be explored as well as the ways in which these structures impact the learning environment. Students will also be expected to present issues and questions from their practice for discussion and critique. This content course includes weekly support from a mentor who will observe and provide on-site coaching. [3]

MTED 6620. Teaching and Learning of Geometry and Measure. The course is designed for teachers of mathematics in grades 4 - 8. The focus is on ways to enable children to analyze the properties of two- and three-dimensional shapes using both synthetic and analytic approaches, to apply and analyze the effects of transformations, and to use visualization and spatial reasoning to solve problems. Emphasis will be placed on the teaching and learning of justification and proof. We will also consider the role of particular technologies in geometry instruction. Children's mathematical thinking as well as ways to support their learning will be considered. Students will also be expected to present issues and questions from their practice for discussion and critique. This content course includes weekly support from a mentor who will observe and provide on-site coaching. [3]

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

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

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

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

Science Education

SCED 6100. Investigations and Trends in Science Education. Survey of trends in science teaching and science curricula at the middle school and senior high school level. Emphasis on philosophies, teaching strategies, materials, and research associated with current curriculum practices. [3]

SCED 6200. Science Concepts for Elementary Teachers. This course is designed for prospective elementary school science teachers and focuses on the relationship between science, technology, and society. Emphasis will be on relating science concepts to real world applications, to societal influences and the changing nature of science. The role of inquiry in science will be examined and experienced. The course is designed to deepen students' understanding of the fundamental concepts taught in elementary science settings. [2]

SCED 6250. Advanced Teaching of Science in Elementary Schools. A study of theory, research, issues, trends, and modern approaches of teaching science in elementary schools. Competencies that reflect effective science teaching practices will also be developed. [2]

SCED 6370. Advanced Teaching of Science in Secondary Schools. A study of theory, research, issues, curriculum approaches, trends, and modern approaches to teaching science in secondary schools. Competencies that reflect effective science teaching practices will also be developed. Corequisite: SCED 6371. [3]

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

SCED 6610. Science Inquiry I. This course will focus on engaging the participants in the process of science inquiry as they learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from a mentor who will observe and provide on-site coaching. [3]

SCED 6620. Science Inquiry II. This course is a continuation of Science Inquiry I focusing on engaging the participants in the process of science inquiry as they continue to learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from a mentor who will observe and provide on-site coaching. [3]

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

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

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

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

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

Social Studies Education

SSED 6240. Human Geography. (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]

SSED 6250. Advanced Teaching of Social Studies in Elementary Schools. A study of theory, research, issues, trends, and modern approaches of teaching social studies in elementary schools. Competencies that reflect effective social studies teaching practices will also be developed. [2]

SSED 6370. Advanced Teaching of Social Studies in Secondary Schools. A study of theory, research, and practice in secondary level social studies. Students will examine multiple and conflicting purposes of social studies instruction and develop curricular models and pedagogical strategies for effective practice. Competencies that reflect effective social studies teaching practices will be developed. Corequisite: SSED 6371. [3]

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

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

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

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

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

Archived 2020-2021
Peabody College Catalog

Vanderbilt University Board of Trust

BRUCE R. EVANS, Chairman, Boston, MA
JEFFREY J. ROTHSCHILD, Vice Chairman, Palo Alto, CA
NORA WINGFIELD TYSON, Vice Chairman, Tucson, AZ
ADOLPHO A. BIRCH III, Secretary, New York, NY
DANIEL DIERMEIER, Chancellor, Nashville, TN

GREG S. ALLEN
Charlottesville, VA

REBECCA A. CHONG
Denver, CO

SHIRLEY M. COLLADO
Ithaca, NY

IKE LAWRENCE EPSTEIN
Las Vegas, NV

ADENA T. FRIEDMAN
New York, NY

JAY C. HOAG
Menlo Park, CA

ANDREW HOINE
New York, NY

KITO K. HUGGINS
Brooklyn, NY

JOHN R. INGRAM
Nashville, TN

KATHLEEN JUSTICE-MOORE
Palo Alto, CA

CINDY R. KENT
Franklin, TN

DANIEL P. LOVINGER
Purchase, NY

STEVEN H. MADDEN, SR.
Houston, TX

MARK P. MAYS
San Antonio, TX

DAMONTA MORGAN
Nw York, NY

W. DOUGLAS PARKER, JR.
Dallas, TX

DAVID W. PATTERSON, M.D.
Washington, DC

SUZANNE PEROT MCGEE
Dallas, TX

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

ALEXANDER C. TAYLOR, JR.
Atlanta, GA

COREY E. THOMAS
Boston, MA

MARK WILF
Short Hills, NJ

JON WINKELRIED
Hobe Sound, FL

Emerita/Emeritus Trustees

MARY BETH ADDERLEY
La Jolla, CA

MICHAEL L. AINSLIE
Palm Beach, FL

LEE M. BASS
Fort Worth, TX

DARRYL D. BERGER
New Orleans, LA

DENNIS C. BOTTORFF
Nashville, TN

LEWIS M. BRANSCOMB
La Jolla, CA

THOMAS F. CONE
Nashville, TN

CECIL D. CONLEE
Atlanta, GA

MARK F. DALTON
Palm Beach, FL

CLAIBORNE P. DEMING
El Dorado, AR

JOHN R. HALL
Lexington, KY

H. RODES HART
Brentwood, TN

JOANNE F. HAYES
Gulf Stream, FL

MARTHA R. INGRAM
Nashville, TN

J. HICKS LANIER
Atlanta, GA

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

JACKSON W. MOORE
Memphis, TN

COURTNEY CLARK PASTRICK
Bethesda, MD

ROSS PEROT, JR.
Dallas, TX

KENNETH L. ROBERTS
Nashville, TN

JOE L. ROBY
New York, NY

EUGENE B. SHANKS, JR.
Nashville, TN

RICHARD H. SINKFIELD
Atlanta, GA

CAL TURNER
Franklin, TN

J. STEPHEN TURNER
Nashville, TN

EUGENE H. VAUGHAN
Houston, TX

DUDLEY BROWN WHITE
Nashville, TN

W. RIDLEY WILLS II
Nashville, TN

J. LAWRENCE WILSON
Bonita Springs, FL

REBECCA WEBB WILSON
Memphis, TN

WILLIAM M. WILSON
Nashville, TN

MARIBETH GERACIOTI
Secretary to the Board of Trust

Vanderbilt University Administration

DANIEL DIERMEIER, Ph.D., Chancellor
SUSAN R. WENTE, Ph.D., Provost and Vice Chancellor for Academic Affairs
ANDRÉ L. CHURCHWELL, M.D., Vice Chancellor for Equity, Diversity, and Inclusion and Chief Diversity Officer
STEVEN K. ERTEL, B.A., Vice Chancellor for Communications
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
ERIC C. KOPSTAIN, M.B.A., Vice Chancellor for Administration
CANDICE STOREY LEE, Ed.D., Vice Chancellor for Athletics and University Affairs and Athletic Director
JOHN M. LUTZ, A.B., Vice Chancellor for Information Technology and Interim Vice Chancellor for Development and Alumni Relations
RUBY Z. SHELLAWAY, J.D., Vice Chancellor, General Counsel, and Secretary of the University
BRETT C. SWEET, M.B.A., Vice Chancellor for Finance and Chief Financial Officer

Deans

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
LORENZO F. CANDELARIA, Ph.D., Dean of Blair School of Music
PHILIPPE M. FAUCHET, Ph.D., Dean of the School of Engineering
JOHN G. GEER, Ph.D., Dean of the College of Arts and Science
CHRIS GUTHRIE, J.D., Dean of the Law School
M. ERIC JOHNSON, Ph.D., Dean of Owen Graduate School of Management
LAWRENCE J. MARNETT, Ph.D., Dean of Basic Sciences, School of Medicine
LINDA D. NORMAN, D.S.N., Dean of the School of Nursing
EMILIE M. TOWNES, Ph.D., Dean of the Divinity School
MARK T. WALLACE, Ph.D., Dean of the Graduate School

Peabody College

CAMILLA P. BENBOW, Ed.D., Dean
XIU CHEN CRAVENS, Ph.D., Associate Dean for International Affairs
ELLEN GOLDRING, Ph.D., Executive Associate Dean
CATHERINE GAVIN LOSS, Ph.D., Associate Dean for Academic Affairs and Professional Education
JEANNETTE MANCILLA-MARTINEZ, Ed.D., Associate Dean for Graduate Education
JACCI L. RODGERS, Ph.D., Associate Dean for Data Analytics
SHARON L. SHIELDS, Ph.D., Senior Associate Dean for Student Empowerment, Engagement, and Development
ANITA WAGER, Ph.D., Associate Dean for Undergraduate Academic Affairs
MALINA C. HALMAN, M.Ed., Assistant Dean, Office of Academic Services
DAWN HALE, M.L.A.S., 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,
Frank W. Mayborn Professor of Education: Joseph F. Murphy
Dunn Family Chair in Psychoeducational Assessment: Lynn S. Fuchs
Currey-Ingram Chair in Special Education: Jeanne Wanzek
Nicholas Hobbs Chair in Special Education and Human Development: Douglas H. Fuchs
Betts Chair in Education and Human Development: Velma McBride Murry
Lois Autry Betts Chair in Psychology: Joseph Lee Rodgers III
Frank W. Mayborn Chair in Cognitive Science: Duane Watson
Antonio M. and Anita S. Gotto Chair in Teaching and Learning: Dale Clark Farran
Margaret Cowan Chair in Teacher Education: David K. Dickinson
Susan W. Gray Professor of Education and Human Development: Ann P. Kaiser
Cornelius Vanderbilt Chair: Erik William Carter, Judy Garber, David Lubinski, H. Richard Milner IV, Marybeth Shinn

Faculty Council

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

Faculty

KYLE OWEN ALEXANDER

Adjunct Instructor in Education
B.S., M.Ed. (Vanderbilt 1998, 1999) [2015]

NAOMI ANNANDALE

Adjunct Instructor in Leadership, Policy, & Organizations
B.A. (Kent State 1992); M.Div. (Colgate Rochester Crozer
Divinity School 2002); Ph.D. (Vanderbilt 2015) [2020]

TRACEY M. ARMSTRONG

Lecturer of Leadership, Policy, & Organizations
B.A. (Queen's [Canada] 1982); B.Ed. (Toronto [Canada] 1983);
M.Ed. (Regina [Canada] 1994); Ph.D. (Virginia 2007) [2012]

RYAN BALCH

Senior Lecturer of Leadership, Policy, & Organizations
B.A. (Duke 2001); M.S.Ed. (Georgia State 2004); Ph.D.
(Vanderbilt 2012) [2014]

ROBERT DALE BALLOU

Professor of Leadership, Policy and Organizations, Emeritus
B.A. (Stanford 1972); Ph.D. (Yale 1989) [2002]

MARK BANDAS

Associate Provost; Dean of Students; Assistant Professor of the
Practice of Leadership, Policy, & Organizations
B.A. (Connecticut 1975); Ph.D. (Vanderbilt 1985) [2005]

MARCIA BARNES

Professor of Special Education; Professor of Psychology & Human
Development
B.A., Ph.D. (McMaster [Canada] 1981, 1988) [2018]

SANDRA BARNES

Professor of Human and Organizational Development; Professor of
Divinity School
B.A. (Fisk 1986); M.S. (Georgia Institute of Technology 1989);
M.S. (Interdenominational Theological Center 1995); Ph.D.
(Georgia State 1999) [2008]

FELIPE BARRERA-OSORIO

Associate Professor of Leadership, Policy and Organizations
B.A. (Bogota, Universidad De Los Andes, 1992); Ph.D. (College
Park, University of Maryland, 2003) [2020]

ERIN ELIZABETH BARTON
Associate Professor of Special Education
B.S. (Illinois, Champaign 1999); M.Ed. (DePaul 2002); Ph.D. (Vanderbilt 2007) [2013]

ELENA BELOGOLOVSKY
Adjunct Assistant Professor of Leadership, Policy, & Organizations
B.A., M.A. (Haifa [Israel] 2004, 2007); Ph.D. (Israel Institute of Technology 2011) [2020]

CAMILLA PERSSON BENBOW
Patricia & Rodes Hart Dean of Education & Human Development;
Professor of Psychology
B.A., M.A., M.S., Ed.D. (Johns Hopkins 1977, 1978, 1980, 1981) [1998]

JACOB BENNETT
Adjunct Instructor in Teaching & Learning
B.S.Ed. (Georgia 2008); M.A. (Georgia State 2016); Ph.D. (Virginia 2018) [2019]

MARGARET MCCULLOUGH BENNINGFIELD
Associate Professor of Psychiatry and Behavioral Sciences;
Associate Professor of Psychology & Human Development;
Associate Professor of Pediatrics
B.A. (Washington University 1996); M.D., M.S.C.I. (Vanderbilt 2002, 2011) [2008]

DENISE BERGER
Adjunct Assistant Professor of Leadership, Policy, & Organizations
B.A. (Colgate 1989); M.B.A. (Fordham 1995); Ed.D. (Pepperdine 2013) [2020]

KIMBERLY D. BESS
Associate Professor of the Practice of Human and Organizational Development
B.A. (California, Berkeley 1984); M.S., Ph.D. (Vanderbilt 1994, 2006) [2006]

LEONARD BICKMAN
Professor of Psychology, Emeritus
B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (CUNY 1969) [1981]

ELIZABETH BIGGS
Assistant Professor of Special Education
B.S. (Olivet Nazarene 2010); M.A. (New Mexico, Gallup 2013); Ph.D. (Vanderbilt 2017) [2019]

JENNIFER URBANO BLACKFORD
Professor of Psychiatry and Behavioral Sciences; Professor of Psychology & Human Development; Professor of Psychology
B.S. (Florida State 1990); M.S., Ph.D. (Vanderbilt 1994, 1998) [1999]

RICHARD BLISSETT
Adjunct Assistant Professor of Leadership, Policy, & Organizations
B.S. (Maryland, Baltimore 2011); Ph.D. (Vanderbilt 2017) [2019]

ROBERT E. BODENHEIMER
Professor of Computer Science, Computer Engineering, & Electrical Engineering; Professor of Peabody College of Education & Human Development
B.A., B.S., M.S. (Tennessee 1986, 1986, 1987); Ph.D. (California Institute of Technology 1995) [2000]

JAMES W. BODFISH
Professor of Hearing and Speech Sciences; Professor of Psychiatry and Behavioral Sciences; Professor of Special Education
B.S. (New Haven 1983); M.A., Ph.D. (Alabama, Birmingham 1985, 1986) [2012]

JESSIKA C. BOLES
Adjunct Assistant Professor of Psychology & Human Development
B.A. (Rhodes College 2007); M.Ed. (Vanderbilt 2009); Ph.D. (Memphis 2016) [2017]

JEREMY BOLTON
Lecturer of Leadership, Policy, & Organizations
B.S., Ph.D. (Florida 2003, 2008) [2019]

LAURA NEERGAARD BOOKER
Senior Lecturer of Leadership, Policy, & Organizations
B.A. (Alabama 2005); M.P.P., Ph.D. (Vanderbilt 2008, 2014) [2014]

AMY BOOTH
Professor of Psychology & Human Development
Sc.B. (Brown 1993); M.A. (Virginia 1995); Ph.D. (Pittsburgh 1998) [2017]

JAMES BOOTH
Patricia and Rodes Hart Professor of Educational Neuroscience;
Professor of Psychology & Human Development
B.A. (Michigan 1990); M.S., Ph.D. (Maryland 1993, 1995) [2017]

DERON BOYLES
Adjunct Professor of Leadership, Policy, & Organizations
B.Mus. (Shenandoah University 1988); M.Ed. (Peabody 1989); Ph.D. (Vanderbilt 1991) [2019]

COREY E. BRADY
Assistant Professor of Learning Sciences; Assistant Professor of Computer Science
B.A. (Dartmouth 1990); M.S. (Chicago 1993); M.A. (Virginia 1996); Ph.D. (Dartmouth 2013) [2016]

JOHN M. BRAXTON
Professor of Leadership, Policy and Organizations, Emeritus
B.A. (Gettysburg 1967); M.A. (Colgate 1968); D.Ed. (Pennsylvania State 1980) [1992]

PENELOPE H. BROOKS
Professor of Psychology, Emerita
B.A. (Texas 1961); Ph.D. (Minnesota 1964) [1971]

SARAH BROWN-SCHMIDT
Associate Professor in Psychology and Human Development
B.A. (Reed 1999); M.A., Ph.D. (Rochester 2004, 2005) [2016]

MELINDA JEAN BUNTIN
Mike Curb Chair for Health Policy; Professor of Health Policy; Professor of Leadership, Policy, & Organizations; Chair of the Department of Health Policy
A.B. (Princeton 1993); Ph.D. (Harvard 2000) [2013]

TIMOTHY C. CABONI
Adjunct Professor of Higher Education
B.A. (Louisiana State 1992); M.A. (Western Kentucky 1994); Ph.D. (Vanderbilt 2001) [2001]

STEPHEN M. CAMARATA

Professor of Hearing and Speech Sciences; Professor of Psychology & Human Development; Professor of Special Education; Professor of Psychiatry and Behavioral Sciences
B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984) [1990]

MATTHEW CAMPBELL

Adjunct Assistant Professor of Leadership, Policy, & Organizations
B.A. (Samford 2010); M.Ed. (Christian Brothers 2013); Ed.D. (Vanderbilt 2017) [2018]

CHRISTOPHER A. CANDELARIA

Assistant Professor of Public Policy and Education
B.A., M.A., Ph.D. (Stanford 2006, 2014, 2016) [2016]

MARISA A. CANNATA

Associate Professor of the Practice of Leadership, Policy, & Organizations
B.A. (Stanford 2000); Ph.D. (Michigan State 2007) [2008]

MARK D. CANNON

Professor of the Practice of Human & Org. Development; Professor of the Practice of Leadership, Policy, & Organizations; Adjunct Professor of Management
B.S., M.S. (Brigham Young 1985, 1987); A.M., Ph.D. (Harvard 1996, 1998) [1998]

ANDREA CAPIZZI

Associate Professor of the Practice of Special Education; Director, Undergraduate Studies of Special Education
B.A. (William and Mary 1992); M.Ed., Ph.D. (Vanderbilt 1994, 2006) [2006]

CHRISTOPHER CARPENTER

E. Bronson Ingram Chair; Professor of Economics; Professor of Law; Professor of Health Policy; Professor of Public Policy & Education; Director of Public Policy Studies
B.A. (Albion 1997); Ph.D. (California, Berkeley 2002) [2013]

OLIVIA CARR

Adjunct Instructor in Leadership, Policy, & Organizations
B.A. (Emory 2015); Ph.D. (Vanderbilt 2020) [2020]

ASHLEY CARSE

Assistant Professor of Human and Organizational Development
B.B.A. (Georgia 1999); M.A. (SIT Graduate Institute 2005); Ph.D. (North Carolina 2011) [2016]

ERIK WILLIAM CARTER

Cornelius Vanderbilt Chair; Professor of Special Education
B.A. (Wheaton 1996); M.Ed., Ph.D. (Vanderbilt 1998, 2004) [2011]

CARISSA J. CASCIO

Associate Professor of Psychiatry and Behavioral Sciences; Assistant Professor of Psychology
B.S. (Baylor 1997); Ph.D. (Emory 2003) [2007]

GABRIELLE LYNN CHAPMAN

Research Assistant Professor of Human & Org. Development
B.A., M.S. (Clemson 1991, 1994); M.A., Ph.D. (Vanderbilt 1999, 2007) [2009]

VERA A. CHATMAN

Professor of the Practice, Emerita, of Human and Organizational Development
B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976) [1994]

LI CHEN

Lecturer of Psychology & Human Development
B.Eng. (Nanyang Technological [Singapore] 2008); M.A., M.S. (Ohio State 2012, 2013) [2019]

SUN-JOO CHO

Associate Professor of Psychology
B.A., B.A., M.A. (Yonsei [Korea] 1999, 2001, 2003); Ph.D. (Georgia 2007) [2009]

BRIAN DAVID CHRISTENS

Associate Professor of Human and Organizational Development
B.A. (Auburn 2002); M.S., Ph.D. (Vanderbilt 2004, 2008) [2017]

DOUGLAS L. CHRISTIANSEN

Associate Professor of Public Policy and Higher Education
B.S., Ph.D., M.P.A. (Utah 1988, 2003, 2003) [2006]

CAROLINE CHRISTOPHER

Research Assistant Professor of Teaching & Learning; Research Assistant Professor of Human & Org. Development
B.A. (Duke 2006); M.Ed. (Vanderbilt 2009); Ph.D. (Texas 2013) [2018]

R. WILBURN CLOUSE

Professor of Education, Emeritus
B.A. (Lipscomb 1959); M.A. (Middle Tennessee State 1968); Ph.D. (Peabody 1977) [1969]

NICOLE COBB

Associate Professor of the Practice of Human & Org. Development
B.S., M.A. (Tennessee Technological 1996, 1998); Ed.D. (Tennessee, Chattanooga 2011) [2010]

PAUL A. COBB

Professor of Education, Emeritus; Research Professor in Teaching & Learning
B.S. (Bristol [U.K.] 1975); M.A., Ed.D. (Georgia 1980, 1983) [1992]

DAVID A. COLE

Patricia and Rodes Hart Chair; Professor of Psychology & Human Development
B.A. (Saint Olaf 1976); M.A., Ph.D. (Houston 1980, 1983) [2001]

MOLLY FULLER COLLINS

Associate Professor of the Practice of Teaching & Learning
B.S. (Vanderbilt 1992); M.Ed. (Boston University 1994); M.S. (Kansas 2001); Ed.D. (Boston University 2004) [2011]

BRUCE E. COMPAS

Patricia & Rodes Hart Chair; Professor of Psychology & Human Development; Professor of Pediatrics
B.A., M.A., Ph.D. (California, Los Angeles 1973, 1975, 1980) [2002]

BLYTHE ANNE CORBETT

Professor of Psychiatry and Behavioral Sciences; Associate Professor of Psychology & Human Development
M.A., Ph.D. (California School of Professional Psychology 1996, 1999) [2010]

SEAN CORCORAN

Associate Professor of Public Policy and Education
B.B.A. (Wichita State 1997); Ph.D. (Maryland 2003) [2018]

DAVID S. CORDRAY

Professor of Psychology, Emeritus
B.A., M.A. (California State 1972, 1974); Ph.D. (Claremont Graduate 1979) [1989]

ANNE L. CORN
Professor of Special Education, Emerita
B.S. (Syracuse 1972); M.A. (California, San Francisco 1973);
Ed.M., Ed.D. (Columbia 1978, 1980) [1992]

XIU CHEN CRAVENS
Associate Professor of the Practice of Educational Policy
B.A. (Peking [China] 1989); M.A. (Tennessee 1992); Ph.D.
(Vanderbilt 2008) [2011]

ROBERT L. CROWSON, JR.
Professor of Leadership, Policy and Organizations, Emeritus
A.B., M.A.T. (Oberlin 1961, 1962); Ph.D. (Chicago 1974) [1993]

JOSEPH J. CUNNINGHAM
Professor of Human and Organizational Development and Special
Education, Emeritus
B.S., M.S. (Syracuse 1963, 1965); Ed.D. (Illinois, Champaign
1975) [1969]

LAURIE E. CUTTING
Patricia and Rodes Hart Chair; Professor of Special Education;
Professor of Psychology secondary; Professor of Pediatrics
B.A. (American 1993); M.A., Ph.D. (Northwestern 1995,
1999) [2009]

M. ALEXANDRA DA FONTE
Associate Professor of the Practice of Special Education
M.S., Ph.D. (Purdue 2001, 2008) [2008]

SHANNON MARY DANIEL
Associate Professor of the Practice of Teaching & Learning
B.A. (Pennsylvania State 2004); M.Ed., Ph.D. (Maryland 2008,
2012) [2012]

ANA CHRISTINA DASILVA IDDINGS
Professor of the Practice of Elective Learning
B.A. (California State Polytechnic 1991); M.A., Ph.D. (Nevada,
Las Vegas 1996, 2001) [2001]

DAVID K. DICKINSON
Margaret Cowan Chair of Teacher Education; Professor of
Education; Professor of Psychology & Human Development
B.A. (Oberlin 1971); Ed.M. (Temple 1976); Ed.D. (Harvard
1982) [2005]

DAVID K. DIEHL
Assistant Professor of Human & Organizational Development
B.A. (Michigan 1999); Ph.D. (Stanford 2011) [2014]

PAUL R. DOKECKI
Professor of Human and Organizational Development and
Psychology, Emeritus
B.A. (Manhattan 1962); M.A., Ph.D. (Peabody 1963, 1968) [1970]

SHAUN DOUGHERTY
Associate Professor of Public Policy and Education
B.S. (Massachusetts 1998); M.S. (Gwynedd-Mercy 2005); Ed.D.,
Ed.M. (Harvard 2013, 2018) [2018]

SUSAN DOUGLAS
Associate Professor of the Practice of Leadership, Policy, &
Organizations
B.A. (Christian Brothers 1989); M.S., Ph.D. (Vanderbilt 1993,
1999) [2005]

CORBETTE S. DOYLE
Senior Lecturer of Leadership, Policy, & Organizations
B.A. (SUNY, Oswego 1978); M.B.A. (Vanderbilt 1987); Ed.D.
(Northeastern State 2017) [2008]

WILLIAM R. DOYLE
Professor of Leadership, Policy, & Organizations
B.A. (Villanova 1996); Ph.D. (Stanford 2004) [2004]

MELISSA COLLINS DUFF
Associate Professor of Hearing & Speech Sciences; Associate
Professor of Psychology & Human Development
B.A., B.S. (Southern Illinois 1996, 1997); M.S. (North Carolina
1999); Ph.D. (Illinois, Champaign 2005) [2016]

JENNI ELIZABETH DUNBAR
Lecturer in Psychology and Human Development
B.A., M.S., Ph.D. (Vanderbilt 2006, 2010, 2015) [2016]

KELLY DUNCAN
Lecturer of Human & Org. Development
B.S., M.A., Ph.D. (South Dakota 1983, 1992, 2003) [2018]

TERESA DUNLEAVY
Assistant Professor of the Practice of Mathematics Education
B.A. (Lawrence 2000); M.A.T. (Duke 2002); Ph.D. (University of
Washington 2013) [2015]

KELLEY DURKIN
Research Assistant Professor of Teaching & Learning; Research
Assistant Professor of Psychology & Human Development
B.A. (Dartmouth 2007); M.S., Ph.D. (Vanderbilt 2009,
2012) [2018]

ELISABETH MAY DYKENS
Professor of Psychology & Human Development; Professor in
Pediatrics; Professor of Psychiatry and Behavioral Sciences
B.A. (Mount Holyoke 1979); M.A., Ph.D. (Kansas 1983,
1985) [2003]

KAREN ENYEDY
Lecturer in Human & Org. Development
B.A. (San Francisco State 1992); M.A. (Sonoma State 1995);
Ph.D. (Southern California 2002) [2018]

NOEL ENYEDY
Professor of Teaching & Learning
M.A., Ph.D., B.S. (California, Berkeley 1996, 2000, 2002) [2018]

BRADLEY ERFORD
Professor of Human and Organizational Development
B.S. (Grove City 1984); M.A. (Bucknell 1986); Ph.D. (Virginia
1993) [2017]

BRENT J. EVANS
Associate Professor of Public Policy and Higher Education
B.A. (Virginia 2002); M.Ed. (Harvard 2006); M.A., Ph.D.
(Stanford 2012, 2013) [2013]

CHARLES T. EVANS
Adjunct Instructor in Leadership, Policy, & Organizations
M.A. (Hollins 0) [2015]

CAROLYN M. EVERTSON
Professor of Education, Emerita
B.S., Ph.D. (Texas 1958, 1972) [1984]

JANET S. EYLER
Professor of the Practice of Education, Emerita
B.A., M.Ed. (University of Washington 1966, 1970); Ph.D.
(Indiana, Bloomington 1977) [1976]

DALE CLARK FARRAN
Professor of Education, Emerita; Research Professor of Teaching
& Learning
B.A. (North Carolina 1965); Ph.D. (Bryn Mawr 1975) [1996]

LISA K. FAZIO
Assistant Professor of Psychology
B.A. (Washington University 2004); Ph.D. (Duke 2010) [2014]

ANDREW J. FINCH
Professor of the Practice of Human & Org. Development
B.S. (Kansas 1991); M.Ed., Ph.D. (Vanderbilt 1996, 2003) [2004]

ANJALI J. FORBER-PRATT
Assistant Professor of Human & Organizational Development;
Assistant Professor of Special Education; Assistant Professor of
Physical Medicine and Rehabilitation
B.S., M.A., Ph.D. (Illinois, Champaign 2006, 2007, 2012) [2015]

JEANIE M. FORRAY
Adjunct Professor of Leadership, Policy, & Organizations
B.A. (California, Berkeley 1974); Ph.D. (Massachusetts
1998) [2018]

GINA FRIEDEN
Assistant Professor of the Practice in Human and Organizational
Development
B.S. (Oklahoma 1978); M.D. (Indiana, Bloomington 1981); Ph.D.
(Memphis State 1988) [1994]

DOUGLAS H. FUCHS
Nicholas Hobbs Chair in Special Education and Human
Development; Professor of Special Education; Professor of
Psychology & Human Development; Professor of Pediatrics
B.A. (Johns Hopkins 1971); M.S. (Pennsylvania 1973); Ph.D.
(Minnesota 1978) [1985]

LYNN S. FUCHS
Dunn Family Chair in Psychoeducational Assessment; Professor of
Special Education; Professor of Psychology & Human
Development; Professor of Pediatrics
B.A. (Johns Hopkins 1972); M.S. (Pennsylvania 1973); Ed.S.,
Ph.D. (Minnesota 1977, 1981) [1985]

EMILY C. PHILLIPS GALLOWAY
Assistant Professor of Literacy Education
B.A., M.S. (Pennsylvania 2005, 2006); D.Ed. (Harvard
2016) [2016]

JUDY GARBER
Cornelius Vanderbilt Chair; Professor of Psychology & Human
Development; Professor of Psychiatry and Behavioral Sciences;
Professor of Psychology
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987) [1985]

LEIGH Z. GILCHRIST
Associate Professor of the Practice of Human & Org. Development
B.S., M.Ed., Ed.D. (Vanderbilt 1992, 2000, 2007) [2008]

JOANNE W. GOLANN
Assistant Professor of Public Policy & Education
B.A. (Amherst 2004); M.A. (Chicago 2006); M.A., Ph.D.
(Princeton 2010, 2015) [2016]

ELLEN B. GOLDRING
Executive Associate Dean; Patricia and Rodes Hart Chair;
Professor of Educational Leadership and Policy
B.S. (Wisconsin 1978); M.A. (Tel Aviv [Israel] 1982); Ph.D.
(Chicago 1985) [1991]

AMANDA P. GOODWIN
Associate Professor of Language, Literacy and Culture
B.A. (Princeton 2001); M.S.Ed., Ph.D. (Miami 2005, 2010) [2010]

MELISSA SOMMERFIELD GRESALFI
Professor of Teaching & Learning; Associate Professor of
Mathematics Education
B.A. (Franklin and Marshall 1999); M.A., Ph.D. (Stanford 2001,
2004) [2012]

JASON A. GRISSOM
Professor of Leadership, Policy, & Organizations
B.S., B.A. (North Carolina State 2001, 2002); M.A., Ph.D.
(Stanford 2005, 2007) [2011]

ROGERS HALL
Wachtmeister Family Chair; Professor of Education
B.A., M.A. (Houston 1976, 1978); M.S., Ph.D. (California, Irvine
1983, 1990) [2002]

RANDALL K. HARLEY
Professor of Special Education, Emeritus
B.S. (Middle Tennessee State 1949); M.A., Ph.D. (Peabody 1954,
1962) [1964]

VICKI S. HARRIS
Assistant Clinical Professor of Psychology & Human Development
B.S. (SUNY, Cortland 1984); M.S., Ph.D. (Pennsylvania State
1987, 1991) [1993]

LACEY HARTIGAN
Adjunct Instructor in Leadership, Policy, & Organizations
M.Ed. (Maine, Orono 2007); B.A. (Cornell 2010); Ph.D.
(University of Washington 2017) [2019]

TED S. HASSELBRING
Professor of Special Education, Emeritus
B.S., M.A.T., Ed.D. (Indiana, Bloomington 1971, 1972,
1979) [1982]

CARL HAYWOOD
Professor of Psychology, Emeritus
Ph.D. (Illinois, Chicago 1961) [1962]

CRAIG ANNE HEFLINGER
Professor of Human and Organizational Development, Emerita
B.A. (Vanderbilt 1973); M.A. (Peabody 1975); Ph.D. (Vanderbilt
1989) [1989]

CAROLYN J. HEINRICH
Patricia and Rodes Hart Chair Professor of Public Policy and
Education; Professor of Public Policy & Education; Professor of
Health Policy; Associate Professor of Leadership, Policy, &
Organizations
B.A. (Beloit 1989); M.A., Ph.D. (Chicago 1991, 1995) [2015]

MARY LOUISE HEMMETER
Professor of Special Education
B.S. (Auburn, Montgomery 1984); M.Ed., Ph.D. (Vanderbilt 1987,
1991) [2005]

ERIN CRAIG HENRICK
Adjunct Instructor in Leadership, Policy, & Organizations
B.A. (Georgia 1998); M.Ed., Ed.D. (Vanderbilt 2003, 2007) [2008]

ANDREA W. HENRIE
Senior Lecturer of Teaching & Learning
B.S.E., M.Ed. (Freed-Hardeman 1999, 2001); Ph.D. (Tennessee
2008) [2006]

BRIAN L. HEUSER
Associate Professor of the Practice of Leadership, Policy, &
Organizations
B.A. (Furman 1996); M.T.S., Ed.D. (Vanderbilt 2000,
2007) [2008]

STEPHEN P. HEYNEMAN
Professor of Leadership, Policy and Organizations, Emeritus
B.A. (California, Berkeley 1964); M.A. (California, Los Angeles
1965); Ph.D. (Chicago 1973) [2000]

ROBERT MICHAEL HODAPP
Professor of Special Education; Director of Graduate Studies,
Special Education
A.B., B.A. (Columbia 1977, 1977); M.A., Ph.D. (Boston
University 1981, 1983) [2003]

JAMES H. HOGGE
Professor of Psychology, Emeritus
B.A., Ph.D. (Texas 1964, 1966) [1967]

STEVEN D. HOLLON
Gertrude Conaway Vanderbilt Chair in Social and Natural
Sciences; Professor of Psychology; Professor of Psychiatry and
Behavioral Sciences; Professor of Psychology & Human
Development
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974,
1977) [1985]

KATHLEEN V. HOOVER-DEMPSEY
Professor of Psychology, Emerita
A.B. (California, Berkeley 1964); M.A., Ph.D. (Michigan State
1969, 1974) [1973]

ILANA SEIDEL HORN
Professor of Mathematics Education
B.A. (Swarthmore 1993); M.A., Ph.D. (California, Berkeley 1998,
2002) [2009]

ANDREW L. HOSTETLER
Associate Professor of the Practice of Teaching & Learning
B.S. (Kent State 2002); M.Ed. (Ashland 2008); Ph.D. (Kent State
2012) [2012]

NEALETTA J. HOCHINS-JUAREZ
Lecturer of Special Education
B.S. (Florida State 1998); M.A. (Nevada, Reno 2002) [2011]

ERIC ANTHONY HOUCK
Adjunct Associate Professor in Leadership, Policy, &
Organizations
M.A. (Wisconsin 1999); Ph.D. (Vanderbilt 2006) [2008]

EMILY HOUSE
Instructor in Leadership, Policy, & Organizations
B.S. (Cornell 2005); M.P.P. (Vanderbilt 2009); M.A., Ph.D.
(Michigan 2013, 2017) [2018]

CAROLYN HUGHES
Professor of Special Education, Emerita
A.B. (California, Berkeley 1969); M.S. (Eastern Montana 1985);
Ph.D. (Illinois, Champaign 1990) [1991]

KATHRYN L. HUMPHREYS
Assistant Professor of Psychology & Human Development;
Assistant Professor of Psychiatry and Behavioral Sciences
B.S. (Vanderbilt 2005); Ed.M. (Harvard 2006); M.A., Ph.D.
(California, Los Angeles 2009, 2014) [2018]

MELANIE KITTRELL HUNDLEY
Professor of the Practice of Teaching & Learning; Associate
Professor of the Practice of English Language Arts; Director,
Undergraduate Studies of Teaching & Learning
B.A. (Wesleyan [Georgia] 1989); M.Ed., Ph.D. (Georgia 2003,
2007) [2007]

SHANE HUTTON
Senior Lecturer of Psychology & Human Development
B.S., M.S. (Virginia Polytechnic Institute 2008, 2009); M.A.,
Ph.D. (North Carolina 2013, 2015) [2015]

ANNA LEY INGRAHAM
Associate Professor of Health and Physical Education, Emerita
B.S., M.A. (Peabody 1949, 1954) [1992]

ROBERT T. JIMENEZ
Professor of Language, Literacy & Culture; Professor of
Education, Emeritus
B.A. (Las Americas [Mexico] 1978); M.Ed., Ph.D. (Illinois,
Champaign 1986, 1992) [2004]

HEATHER JO JOHNSON
Associate Professor of the Practice of Teaching & Learning
B.A., M.A.T. (Virginia 1998, 1998); Ph.D. (Northwestern
2012) [2011]

NICOLE JOSEPH
Assistant Professor of Mathematics Education
B.A. (Seattle 1993); M.A. (Pacific Oaks College Northwest 2003);
Ph.D. (University of Washington 2011) [2016]

OCHEZE JOSEPH
Lecturer of Teaching & Learning
B.S. (Lincoln [California] 1996); M.S.Ed. (Johns Hopkins 1999);
Ed.D. (Maryland 2009) [2017]

ADAM PABLO JUAREZ
Assistant Professor in Special Education; Assistant Professor in
Psychiatry and Behavioral Sciences; Senior Associate Professor in
Pediatrics
B.S. (North Texas 2000); M.Ed. (Vanderbilt 2005) [2011]

ANN P. KAISER
Susan Gray Chair in Education and Human Development;
Professor of Special Education
B.S. (Kansas State 1970); M.A., Ph.D. (Kansas 1973, 1974) [1982]

GABRIEL KEEHN
Adjunct Instructor in Leadership, Policy, & Organizations
B.A. (SUNY, New Paltz 2010); A.M. (Texas Tech University
2012); Ph.D. (Georgia State 2018) [2019]

EARLINE D. KENDALL
Professor of the Practice of Early Childhood Education, Emerita
B.A. (Lipscomb 1957); M.A., Ph.D. (Peabody 1966, 1977) [1992]

LESLIE D. KIRBY
Principal Senior Lecturer in Human and Organizational
Development
B.A., M.S., Ph.D. (Vanderbilt 1992, 1996, 1999) [2001]

BRIAN KISSEL
Professor of the Practice of Teaching & Learning
B.S. (Loyola, New Orleans 1997); M.Ed. (North Florida 2001);
Ph.D. (Virginia 2006) [2019]

LOUISE C. KNOWLES
Associate Professor of Health and Physical Education, Emerita
B.S. (Northeastern State 1942); M.A., Ed.S. (Peabody 1957,
1963) [1986]

AUTUMN J. KUJAWA
Assistant Professor of Psychology & Human Development;
Assistant Professor of Psychiatry and Behavioral Sciences
B.S. (Mary Washington 2006); M.A., Ph.D. (Stony Brook 2010,
2015) [2018]

DAVID LAIRD
Assistant Professor of the Practice of Education
B.A., M.Ed., Ed.D. (Vanderbilt 1995, 1997, 2003) [2013]

JOSEPH M. LAMBERT
Assistant Professor of Special Education
B.A. (Brigham Young 2007); M.A. (Northeastern 2009); Ph.D.
(Utah State 2013) [2013]

JONATHAN LANE
Assistant Professor of Psychology
B.A. (Florida International 2005); M.A., Ph.D. (Michigan 2008,
2011) [2015]

ANDREW LAWS
Adjunct Instructor in Leadership, Policy, & Organizations
B.B.A. (Mississippi 2000); M.B.A. (Chicago 2006); Ed.D.
(Vanderbilt 2012) [2019]

JENNIFER LAWYER
Adjunct Instructor in Teaching & Learning
Ed.M., B.A. (California, Los Angeles 1994, 1999) [2020]

KEVIN M. LEANDER
Professor of Teaching & Learning
B.A., M.A. (Colorado 1995, 1995); Ph.D. (Illinois, Champaign
1999) [1999]

JENNIFER LEDFORD
Associate Professor of Special Education
B.A. (Emory 2003); M.Ed. (Georgia 2006); Ph.D. (Vanderbilt
2012) [2014]

KASIE LEE
Adjunct Assistant Professor of Human & Org. Development
B.A., M.Ed. (Vanderbilt 2007, 2009); Ph.D. (North Texas
2014) [2020]

HEATHER CONNELLY LEFKOWITZ
Lecturer in Human and Organizational Development
A.B., M.Div. (Vanderbilt 1990, 2011) [2015]

RICHARD LEHRER
Professor of Teaching and Learning, Emeritus; Research Professor
of Teaching & Learning
B.S. (Rensselaer Polytechnic Institute 1973); M.S., Ph.D. (SUNY,
Albany 1976, 1983) [2002]

MIRIAM D. LENSE
Assistant Professor of Otolaryngology - Head and Neck Surgery;
Assistant Professor of Psychology; Assistant Professor of
Psychology & Human Development
B.A. (Harvard 2005); M.S., Ph.D. (Vanderbilt 2010, 2014) [2017]
DANIEL T. LEVIN

Professor of Psychology & Human Development; Director,
Graduate Studies of Psychology & Human Development
B.A. (Reed 1989); Ph.D. (Cornell 1997) [2003]

DAVID E. LEWIS
University Professor of Leadership, Policy, & Organizations;
William R. Kenan, Jr. Chair; Professor of Political Science;
Professor of Law; Professor of Leadership, Policy, &
Organizations
B.A. (California, Berkeley 1992); M.A. (Colorado 1996); Ph.D.,
M.A. (Stanford 2000, 2000) [2008]

LUIS A. LEYVA
Assistant Professor of Mathematics Education
B.A., Ph.D., Ed.M. (Rutgers 2010, 2016, 2022) [2016]

BART LIDDLE
Adjunct Associate Professor of Leadership, Policy, &
Organizations
B.A. (Lipscomb 1994); M.Bus. (Belmont 2001); Ph.D. (Alabama,
Birmingham 2015) [2019]

BLAIR PARKER LLOYD
Assistant Professor of Special Education
B.S. (Davidson 2006); M.S., Ph.D. (Vanderbilt 2011, 2013) [2013]

CATHERINE GAVIN LOSS
Associate Dean of Peabody College of Education & Human
Development; Associate Professor of the Practice of Leadership,
Policy, & Organizations
B.A. (Purdue 1992); M.A. (Chicago 1993); Ph.D. (Virginia
2005) [2008]

CHRISTOPHER LOSS
Associate Professor of Public Policy and Higher Education;
Associate Professor of History
B.A. (Pennsylvania State 1994); M.A., M.A., Ph.D. (Virginia
2000, 2001, 2007) [2007]

DAVID LUBINSKI
Professor of Psychology & Human Development
B.A., Ph.D. (Minnesota 1981, 1987) [1998]

JEANNETTE MANCILLA-MARTINEZ
Associate Dean of Teaching & Learning; Associate Professor of
Literacy Instruction; Associate Professor of Special Education
B.A. (Mount Saint Mary's College 2000); Ed.M., Ed.D. (Harvard
2004, 2009) [2015]

JOHN P. MARSHALL
Adjunct Instructor in Leadership, Policy, & Organizations
B.A. (Harvard 2001); M.B.A. (Notre Dame 2009); Ed.D.
(Vanderbilt 2018) [2018]

NINA C. MARTIN
Associate Clinical Professor in Psychology and Human
Development; Associate Clinical Professor of Human & Org.
Development
B.A., M.Ed. (Vanderbilt 1981, 1985); Ed.M., Ed.D. (Harvard
1990, 1998) [2001]

YOLANDA J. MCDONALD
Assistant Professor of Human & Org. Development
B.A., M.A. (Texas, El Paso 2009, 2012); Ph.D. (Texas A & M
2017) [2017]

EBONY O. MCGEE
Associate Professor of Teaching & Learning
B.S. (North Carolina Agricultural and Technical State 1996); M.S. (New Jersey Institute of Technology 1998); Ph.D. (Illinois, Chicago 2009) [2012]

BRENDA MCKENZIE
Associate Professor of the Practice of Leadership, Policy, & Organizations
B.S. (Oakland 1987); M.Ed., Certificate, Ph.D. (Kent State 1991, 2014, 2015) [2016]

F. JOSEPH MCLAUGHLIN III
Associate Professor of Pediatrics; Associate Clinical Professor of Psychology
B.A. (Vanderbilt 1971); M.A., Ph.D. (Peabody 1973, 1979) [1981]

CATHERINE MCTAMANEY
Associate Professor of the Practice of Teaching & Learning
B.S., M.Ed., Ed.D. (Vanderbilt 1994, 1998, 2006) [2006]

SJ MILLER
Adjunct Associate Professor of Leadership, Policy, & Organizations
B.A. (California, Berkeley 1992); A.M. (Hebrew Union College-Jewish Institute of Religion, Los Angeles 1993); Ph.D. (New Mexico 2002) [2019]

HENRY RICHARD MILNER
Cornelius Vanderbilt Chair of Education; Professor of Education; Professor of Leadership, Policy, & Organizations
B.A., M.A.T. (South Carolina State 1996, 1997); M.A., Ph.D. (Ohio State 2000, 2001) [2018]

JOSEPH F. MURPHY
Frank W. Mayborn Professor of Education; Professor of Education
B.A. (Muskingum 1971); M.S.T. (Chicago 1974); Ph.D. (Ohio State 1980) [1988]

VELMA MCBRIDE MURRY
University Professor of Human & Org. Development; Lois Autry Betts Chair in Education and Human Development; Professor of Health Policy
B.S. (Tennessee 1974); M.S., Ph.D. (Missouri 1985, 1987) [2008]

CHARLES B. MYERS
Professor of Social Studies Education, Emeritus
B.S. (Pennsylvania State 1961); M.A., Ph.D. (Peabody 1963, 1968) [1970]

MAURY NATION
Professor of Human and Organizational Development
B.A. (Georgia State 1992); Ph.D. (South Carolina 1999) [2003]

KRISTEN WEEKS NEAL
Senior Lecturer of Teaching & Learning
B.A. (Miami [Ohio] 1989); M.Ed., Ph.D. (Vanderbilt 1990, 1999) [2009]

CYNTHIA NEBEL
Lecturer of Leadership, Policy, & Organizations
B.S. (Truman State 2007); M.A., Ph.D. (Washington University 2009, 2012) [2019]

AMY NEEDHAM
Professor of Psychology & Human Development
B.A. (Knox 1987); M.A., Ph.D. (Illinois, Champaign 1989, 1992) [2009]

MICHAEL A. NEEL
Lecturer of Leadership, Policy, & Organizations
B.A. (Carson-Newman 2002); M.Ed. (Alabama, Birmingham 2007); M.A. (Samford 2010) [2015]

JEFFREY L. NEUL
Annette Schaffer Eskind Chair in the Vanderbilt Kennedy Center; Professor of Pediatrics; Professor of Special Education; Professor of Pharmacology
B.S. (Illinois, Champaign 1991); Ph.D., M.D. (Chicago 1998, 2000) [2017]

NANCY NOLAN
Lecturer in Human and Organizational Development
B.A. (Albion 1984); M.Ed., M.Ed. (Vanderbilt 1986, 1993) [2004]

JULIA NOLAND
Senior Lecturer in Psychology
B.A. (Earlham School of Religion 1991); Ph.D. (Cornell 1998) [2003]

LAURA R. NOVICK
Associate Professor of Psychology & Human Development; Associate Professor of Psychology
B.S. (Iowa 1981); Ph.D. (Stanford 1986) [1988]

LAUREN PAK
Adjunct Instructor in Human & Org. Development
B.S. (Vanderbilt 2017); M.S. (London School of Economics [U.K.] 2018) [2019]

AMY B. PALMERI
Associate Professor of the Practice of Teaching & Learning; Assistant Professor of the Practice of Education
B.A. (SUNY, Buffalo 1990); Ph.D. (Indiana, Bloomington 1995) [1995]

BRENNAN MCMAHON PARTON
Adjunct Instructor in Human and Organizational Development
B.A., M.P.P. (Vanderbilt 2007, 2010) [2016]

KIMBERLY J. PAULSEN
Professor of the Practice of Special Education
B.A. (Northern State 1985); M.S. (Moorhead State [Kentucky] 1994); Ed.D. (Nevada, Las Vegas 1997) [1999]

JEREMY M. PAYNE
Senior Lecturer of Human & Org. Development; Lecturer of Human & Org. Development
B.S., M.Ed., Ed.D. (Vanderbilt 2000, 2002, 2007) [2013]

MARILYN PELOSI
Adjunct Professor of Leadership, Policy, & Organizations
B.S. (Brown 1976); M.S., Ph.D. (Massachusetts 1981, 1999) [2019]

EMILY PENDERGRASS
Associate Professor of the Practice of Teaching & Learning
B.S. (Tennessee, Chattanooga 1999); M.Ed. (Alabama 2003); Ph.D. (Georgia 2011) [2011]

RICHARD L. PERCY
Associate Professor of Education, Emeritus
B.A., M.A. (Syracuse 1959, 1968); Ed.D. (Virginia 1971) [1971]

DOUGLAS D. PERKINS
Professor of Human and Organizational Development; Director, Graduate Studies of Human & Org. Development
B.A. (Swarthmore 1980); M.A., Ph.D. (New York 1985, 1990) [2000]

JESSICA M. PERKINS

Assistant Professor of Human and Organizational Development
B.S. (Davidson 2005); S.M., Ph.D. (Harvard 2008, 2015) [2017]

JEANNE H. PETER

Principal Senior Lecturer of Teaching & Learning
B.A. (Southeastern Louisiana 1985); M.Ed., Ed.D. (Vanderbilt
1992, 2000) [2002]

REBECCA A. PETERSON

Lecturer in Education; Lecturer of French & Italian
B.A. (Taylor 1996); M.Ed. (Vanderbilt 2002) [2002]

SUZANNE PRATT

Adjunct Instructor in Human and Organizational Development
B.S. (Utah State 2004); M.Ed. (Vanderbilt 2009) [2012]

LISA PRAY

Associate Professor of the Practice of English Language Learners
B.S., M.Ed., Ph.D. (Arizona State 1986, 1998, 2003) [2011]

KRISTOPHER J. PREACHER

Professor of Psychology
B.A. (North Carolina State 1996); M.A. (William and Mary 1998);
Ph.D. (Ohio State 2003) [2011]

GAVIN PRICE

Associate Professor of Psychology & Human Development;
Assistant Professor of Psychology
B.S. (York [U.K.] 2003); M.S. (University College London [U.K.]
2004); Ph.D. (Jyvaskyla [Finland] 2008) [2012]

CHRISTINE M. QUINN TRANK

Associate Professor of the Practice in Organizational Leadership
B.A., Ph.D. (Iowa 1975, 2001) [2011]

DANIEL J. RESCHLY

Professor of Special Education, Emeritus
B.S., M.A. (Iowa State 1966, 1968); Ph.D. (Oregon 1971) [1998]

JOHN J. RIESER

Professor of Psychology & Human Development, Emeritus
A.B. (Harvard 1971); Ph.D. (Minnesota 1978) [1977]

EVE RIFKIN

Lecturer of Leadership, Policy, & Organizations
B.A. (Maryland 1991); M.Ed. (Northern Arizona 1997); Ed.D.
(Vanderbilt 2017) [2017]

VICTORIA J. RISKO

Professor of Education, Emerita
B.S. (Pittsburgh 1966); M.A., Ed.D. (West Virginia 1969,
1971) [1975]

BETHANY RITTLE-JOHNSON

Antonio M. and Anita S. Gotto Chair in Child Development;
Professor of Psychology; Chair of Psychology & Human
Development
B.A. (Virginia 1994); M.S., Ph.D. (Carnegie Mellon 1996,
1999) [2002]

JOSEPH LEE RODGERS III

Lois Autry Betts Chair in Psychology; Professor of Psychology
B.A., B.S. (Oklahoma 1975, 1975); M.A., Ph.D. (North Carolina
1979, 1981) [2012]

DEBORAH W. ROWE

Professor of Education; Chair of Teaching & Learning

B.S. (Kentucky, Lexington 1976); M.Ed. (Wake Forest 1982);
Ph.D. (Indiana, Bloomington 1986) [1986]

MOLLIE RUBIN

Research Assistant Professor of Leadership, Policy, &
Organizations
B.A., M.A., Ph.D. (Pennsylvania 2001, 2007, 2012) [2014]

SARA SAFRANSKY

Assistant Professor of Human and Organizational Development
B.A. (Amherst 1999); M.A., Ph.D. (North Carolina 2008,
2014) [2015]

HOWARD M. SANDLER

Professor of Psychology, Emeritus
B.A. (Johns Hopkins 1967); M.A., Ph.D. (Northwestern 1969,
1971) [1970]

DAYLE A. SAVAGE

Adjunct Assistant Professor of Leadership, Policy, &
Organizations
B.M.Ed. (Bradley 1978); M.Ed., Ed.D. (Vanderbilt 1999,
2005) [2005]

MEGAN M. SAYLOR

Professor of Psychology & Human Development
B.A. (California, Berkeley 1996); M.S., Ph.D. (Oregon 1997,
2001) [2001]

LEONA SCHAUBLE

Professor of Education, Emerita; Research Professor of Teaching
& Learning
A.B. (Bates 1968); M.A., Ph.D. (Columbia 1981, 1988) [2002]

C. MELANIE SCHUELE

Professor of Hearing & Speech Sciences; Professor of Psychology
& Human Development; Associate Professor of Special Education
B.S.Ed. (Miami [Ohio] 1981); M.A. (Texas 1985); Ph.D. (Kansas
1995) [2002]

PATRICK JUDE SCHUERMAN

Assistant Professor of the Practice in Leadership, Policy &
Organizations
B.S., M.A. (Furman 1994, 1999); Ed.D. (Vanderbilt 2006) [2006]

ELIZABETH ANNE SELF

Assistant Professor of the Practice of Teaching & Learning
B.A. (Davidson 2001); M.Ed., Ph.D. (Vanderbilt 2010,
2016) [2016]

STEPHANIE LOGAN SHACKELFORD

Instructor in Leadership, Policy, & Organizations
B.S., M.Ed. (Vanderbilt 2010, 2011); Ed.D. (Northeastern
2017) [2018]

MATTHEW P. SHAW

Assistant Professor of Public Policy and Education; Assistant
Professor of Law
A.B. (North Carolina 2002); J.D. (Columbia 2005); Ed.M., Ed.D.
(Harvard 2014, 2016) [2017]

VIRGINIA L. SHEPHERD

Professor of Education, Emerita; Research Professor in Teaching
& Learning
B.S., M.S., Ph.D. (Iowa 1970, 1972, 1975) [1988]

SHARON L. SHIELDS

Senior Associate Dean for Student Empowerment, Engagement,
and Development; Professor of the Practice of Education and
Human Development
B.S., M.Ed. (Louisville 1971, 1974); Ph.D. (Peabody 1976) [1976]

Archived 2020/2021
Peabody College Catalog

MARYBETH SHINN
Cornelius Vanderbilt Chair; Professor of Human, Organizational,
and Community Development
B.A. (Radcliffe 1973); M.A., Ph.D. (Michigan 1976, 1978) [2008]

MARCY SINGER-GABELLA
Professor of the Practice of Education
A.B. (Harvard 1985); M.A. (Columbia 1987); Ph.D. (Stanford
1991) [1991]

CRAIG A. SMITH
Associate Professor of Psychology & Human Development
A.B. (Dartmouth 1980); Ph.D. (Stanford 1986) [1988]

HEATHER L. SMITH
Assistant Professor of the Practice in Human and Organizational
Development
B.S. (New Mexico State 1997); M.S. (North Carolina, Greensboro
2003); Ph.D. (Central Florida 2006) [2007]

CLAIRE E. SMREKAR
Associate Professor of Leadership, Policy & Organizations
B.A. (California, Los Angeles 1982); M.A., M.A., Ph.D. (Stanford
1986, 1989, 1991) [1991]

ADELA SOLIZ
Assistant Professor of Public Policy and Higher Education
B.A. (Reed 2001); M.A. (Columbia 2006); Ed.D. (Harvard
2015) [2016]

PAUL W. SPEER
Professor of Human and Organizational Development; Chair,
Department of Human and Organizational Development
B.S. (Baker University 1982); Ph.D. (Missouri, Kansas City
1992) [2001]

CAOIMHE STACK
Adjunct Instructor in Psychology & Human Development
B.A. (St. John's 2013); M.A. (Illinois, Champaign 2016); Ph.D.
(Vanderbilt 2020) [2020]

HENRY (HANK) STAGGS
Adjunct Associate Professor of Leadership, Policy, &
Organizations
B.S., M.Ed. (Freed-Hardeman 1993, 1995); D.Ed. (Tennessee
State 2001) [2017]

TAMRA STAMBAUGH
Director, Program for Talented Youth; Research Associate
Professor of Special Education
B.A. (Mt. Vernon Nazarene 1991); M.Ed. (Ohio 1997); Ph.D.
(William and Mary 2007) [2009]

JOHANNA STAUBITZ
Lecturer of Special Education
B.A. (Clemson 2008); M.Ed., Ph.D. (Vanderbilt 2009,
2017) [2017]

JAMES H. STEIGER
Professor of Psychology, Emeritus
B.A. (Cornell 1970); M.S. (Oklahoma 1972); Ph.D. (Purdue
1976) [2003]

BARBARA STENGEL
Professor of the Practice, Emerita
B.A. (Bucknell 1974); M.A. (Catholic University of America
1976); M.Ed., Ph.D., M.A. (Pittsburgh 1979, 1984, 1984) [2010]

SONYA STERBA
Associate Professor of Psychology & Human Development
B.A. (Brown 2002); M.A., Ph.D. (North Carolina 2005,
2010) [2010]

SARAH VANHOOSER SUITER
Associate Professor of the Practice of Human & Org. Development
B.S. (Furman 2001); M.S., Ph.D. (Vanderbilt 2006, 2009) [2012]

ANDREW J. TOMARKEN
Associate Professor of Psychology; Associate Professor in
Psychology & Human Development; Associate Professor of
Biostatistics
A.B. (Harvard 1977); M.S., Ph.D. (Wisconsin 1982, 1988) [1989]

KRISTEN C. TOMPKINS
Lecturer in Human and Organizational Development
B.A. (Tennessee 1999); M.Ed. (Vanderbilt 2001) [2002]

GEORGENE L. TROSETH
Associate Professor of Psychology
B.S. (Wyoming 1994); M.A., Ph.D. (Illinois, Champaign 1997,
2000) [2000]

STEPHANIE TROUTMAN
Adjunct Associate Professor of Leadership, Policy, &
Organizations
B.A. (Central Florida 2002); M.Ed. (Stetson 2005); Ph.D.
(Pennsylvania State 2011) [2020]

JULIANA Y. TSAI
Adjunct Assistant Professor of Leadership, Policy, &
Organizations
B.S. (Texas A & M 2005); M.B.A. (Nevada, Reno 2008); Ph.D.
(William Carey 2020) [2018]

NAOMI CHOWDHURI TYLER
Associate Professor of the Practice of Special Education
B.S., M.A., Ph.D. (New Mexico State 1985, 1988, 1996) [1996]

JENNIFER UFNAR
Research Assistant Professor of Teaching & Learning
Ph.D. (Southern Mississippi 2006) [2008]

ANDREW J. VAN SCHAACK
Associate Dean of Online Programs; Associate Professor of the
Practice of Engineering Management; Principal Senior Lecturer in
Human and Organizational Development
B.S., Ph.D. (Utah State 2002, 2006) [2004]

MARY KAY VONA
Adjunct Associate Professor of Leadership & Policy
B.A. (Mercyhurst 1983); M.B.A. (Tampa College 1989); Ed.D.
(George Washington 1997) [2014]

LEIGH WADSWORTH
Principal Senior Lecturer of Psychology & Human Development
B.A. (Elon 2000); M.A. (Alabama, Huntsville 2002); Ph.D.
(Arizona State 2007) [2006]

ANITA A. WAGER
Associate Dean of Undergraduate Academic Affairs; Professor of
the Practice of Mathematics Education
B.S. (Delaware 1983); M.B.A. (Columbia 1986); M.A. (Johns
Hopkins 1999); Ph.D. (Wisconsin 2008) [2017]

TEDRA A. WALDEN
Professor of Psychology, Emerita; Professor of Hearing and
Speech Sciences
B.A., M.A., Ph.D. (Florida 1974, 1976, 1978) [1981]

LYNN S. WALKER
Professor of Psychology; Professor of Psychiatry and Behavioral
Sciences; Professor of Pediatrics
B.A. (Oberlin 1973); M.S., Ph.D. (Peabody 1978, 1981) [1993]

QUINTON PAGE WALKER
Adjunct Assistant Professor of Higher Education
B.A. (Duke 2004); M.A. (Michigan 2005); Ed.D. (Vanderbilt
2014) [2015]

JEANNE WANZEK
Professor of Special Education; Currey-Ingram Chair in Special
Education
B.A., B.S., M.S. (Northern Illinois 1995, 1995, 2000); Ph.D.
(Texas 2005) [2015]

CHEZARE WARREN
Adjunct Associate Professor of Leadership, Policy, &
Organizations
Ph.D. (Chicago 2014) [2020]

ZACHARY E. WARREN
Professor of Pediatrics; Professor of Psychiatry and Behavioral
Sciences; Associate Professor of Special Education
B.S. (William and Mary 1997); M.S., Ph.D. (Miami 2002,
2005) [2006]

JESSICA WATKINS
Assistant Professor of Teaching & Learning
B.S. (Rice 2002); Ed.M., Ph.D. (Harvard 2005, 2010) [2018]

DUANE WATSON
Frank Mayborn Chair in Peabody College; Professor of
Psychology & Human Development; Peabody Faculty Advisor for
Equity, Diversity and Inclusion
A.B. (Princeton 1998); Ph.D. (Massachusetts Institute of
Technology 2002) [2016]

EMILY WEAVER
Lecturer of Special Education
B.A. (Northeastern Illinois 2009); M.Ed., Ph.D. (Vanderbilt 2014,
2019) [2019]

JOSEPH H. WEHBY
Associate Professor of Special Education; Chair of Special
Education
B.S. (Memphis State 1982); M.Ed., Ph.D. (Vanderbilt 1987,
1990) [1990]

BAHR H. WEISS
Professor of Psychology & Human Development; Professor of
Psychology, Emeritus; Research Professor of Psychology &
Human Development
A.B. (Michigan 1974); Ph.D. (North Carolina 1988) [1988]

ROBERT S. WHITMAN
Professor of English Education, Emeritus
B.A. (Lawrence 1956); M.A., Ph.D. (Illinois State 1963,
1973) [1968]

GAIL WILLIAMS
Instructor in Leadership, Policy, & Organizations
B.A. (Michigan 1979); J.D. (Detroit 1982) [2017]

STEPHEN MURRAY WILSON
Associate Professor of Hearing & Speech Sciences; Associate
Professor of Psychology & Human Development
B.A. (Sydney [Australia] 1998); M.A., Ph.D. (California, Los
Angeles 2002, 2006) [2016]

MARK WOLERY
Professor of Special Education, Emeritus
B.A. (Tennessee Temple 1969); M.Ed. (Virginia Commonwealth
1975); Ph.D. (University of Washington 1980) [2000]

HAO WU
Associate Professor of Psychology & Human Development
B.S. (Peking [China] 2004); M.A., M.S., Ph.D. (Ohio State 2006,
2007, 2010) [2018]

JARED S. YAW
Adjunct Instructor
B.S. (Ohio State 2007); M.Sc., Ph.D. (Tennessee 2010,
2013) [2014]

PAUL J. YODER
Professor of Special Education, Emeritus; Research Professor of
Hearing and Speech Sciences
B.S. (Louisiana State 1978); M.S. (Peabody 1979); Ph.D. (North
Carolina 1985) [1986]