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

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

NONDISCRIMINATION STATEMENT
In compliance with federal law, including the provisions of Title 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: Faculty and staff—Equal Employment Opportunity Office, Anita J. Jenious, director, eeoinfo@vanderbilt.edu, telephone (615) 343-9336; Students—Title IX and Student Discrimination, Molly Zlock, Title IX coordinator and director, titleixandstudentdiscrimination@vanderbilt.edu, telephone (615) 343-9004, 110 21st Avenue South, Suite 975, Nashville TN 37203; Students—Student Access Services, Jamie Bojarski, director, disabilityservices@vanderbilt.edu, telephone (615) 343-9727.

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Calendar 2019/2020

FALL SEMESTER 2019

Classes begin / Wednesday 21 August
Homecoming / Saturday 19 October
October Break / Thursday 24 October–Friday 25 October
Thanksgiving holiday / Saturday 23 November–Sunday 1 December
Classes end / Thursday 5 December
Reading days and examinations / Friday 6 December–Saturday 14 December
Fall semester ends / Saturday 14 December

SPRING SEMESTER 2020

Classes begin / Monday 6 January
Martin Luther King Jr. Day—Classes do not meet / Monday 20 January
Spring holiday / Saturday 29 February–Sunday 8 March
Classes end / Monday 20 April
Reading days and examinations / Tuesday 21 April–Thursday 30 April
Commencement / Friday 8 May
Peabody College is Vanderbilt University’s college of education and human development and a national leader among graduate schools of education. The college, embodied in its faculty and students, constitutes a vibrant intellectual community dealing with pressing questions and expanding knowledge about education, including special education; psychology, especially focused on families and children; the development of individuals, organizations, and communities; and educational administration, leadership, and policy. Peabody seeks to educate highly skilled professionals from diverse backgrounds, for organizations both in and out of education, who share a deep concern for the human condition. Most academic programs include a strong practice orientation. The college offers the following professional degrees: master of education (M.Ed.), master of public policy (M.P.P.), and doctor of education (Ed.D.). The Vanderbilt University Graduate School, through Peabody departments, offers the master of science (M.S.) and doctor of philosophy (Ph.D.).

Peabody enrolls more than 900 graduate or professional students and more than 1,000 undergraduates. The full-time teaching faculty numbers 145. Many faculty members are nationally recognized for their research, while others serve as editors of scholarly journals and leaders of professional organizations. Eighteen faculty members hold named, endowed professorships. The faculty is organized into five departments: Human and Organizational Development; Leadership, Policy, and Organizations; Psychology and Human Development; Special Education; and Teaching and Learning.

A research institution, Peabody disseminates findings through dynamic partnerships with K–12 schools, higher education peers, government, and nonprofit organizations, as well as through its nearly 30,000 graduates. Faculty and students at Peabody engage in a broad spectrum of theoretical and applied research to generate new knowledge and translate that knowledge into practice. Current research findings inform classroom teaching at Peabody in every program. Moreover, Peabody faculty members bring an interdisciplinary and entrepreneurial spirit to the research enterprise. Working collaboratively, often through one of the college’s research centers, faculty and students publish and present their findings, apply them in real-world settings, and help to shape the public debate about the nature and future of education and human development.

Peabody College traces its lineage to Davidson Academy, organized in 1785, ten years before the state of Tennessee was founded. Its emergence in 1875 as a college dedicated to the training of teachers and its relocation to a new campus in 1914 were made possible largely through the beneficence of George Peabody, America’s great educational philanthropist, for whom the college is named. Bruce Ryburn Payne, president of the college from 1911 until 1937, was architect not only of the physical campus, but also of the ideal that was to become the Peabody College tradition. The campus, with its stately buildings and expansive greens, has through the years been a quiet oasis of beauty in the city—and in 1974 was designated a National Historic Landmark. Five presidents served the College after Payne: S. C. Garrison, 1937–45; Henry H. Hill, 1945–61 and 1966–67; Felix Robb, 1961–66; John M. Claunch, 1967–73; and John Dunworth, 1973–79. In 1979, George Peabody College for Teachers merged with Vanderbilt University.

Centers and Outreach Efforts

**Accelerated Academic Achievement (A3) Center**

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

**Center for Research on Rural Families and Communities**

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

**Classroom Organization and Management Program (COMP)**

COMP’s primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. The program also seeks to improve student task engagement and reduce inappropriate and disruptive behavior through well-planned academic tasks and activities.

**IRIS Center**

The IRIS Center for Training Enhancements was designed in response to a request from the U.S. Department of Education’s Office of Special Education Programs. This national effort, serving college faculty working in pre-service preparation programs, aims to ensure that general education teachers, school administrators, school nurses, and school counselors are well prepared to work with students who have disabilities and with their families. IRIS is the nation’s only faculty enhancement center established for this purpose.

**National Center for Leadership in Intensive Intervention**

The National Center for Leadership in Intensive Intervention prepares special education leaders to provide intensive intervention to students with disabilities who have persistent and severe academic and behavioral difficulties. Funded by the Office of Special Education Programs, the center is composed of a consortium of universities including Vanderbilt, Southern Methodist University, the University of Connecticut, the University of Illinois at Chicago, the University of Minnesota, the University of Texas at Austin, and Virginia Commonwealth University.
National Center on Scaling Up Effective Schools
The National Center on Scaling Up Effective Schools is a collaborative partnership of research universities, education support providers, and two large urban school districts to identify the essential programs, practices, processes, and policies that make some high schools particularly effective with low-income students, minority students, and English language learners. The center works with teachers and school district leaders to share these practices with less-effective schools.

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

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

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

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

Principals Leadership Academy of Nashville
The Principals Leadership Academy of Nashville is a joint undertaking of Peabody, the Nashville Public Education Foundation, and Metropolitan Nashville Public Schools. The academy develops educational leaders for the Nashville school system who are creative and courageous professionals capable of encouraging the best practices in teaching and learning.

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

Susan Gray School for Children
The Susan Gray School for Children is an inclusive early childhood education program serving young children with and without disabilities, on site and in the community. The mission of the Susan Gray School is to provide high-quality services to children, families, and the community; to help train university students who plan to be teachers, health care providers, therapists, and researchers; to facilitate research; and to demonstrate high-quality early childhood education and special education practices.

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 distributes 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.vanderbilt.edu

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 Bauleaire 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.
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:

- **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.
- **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 saccoc.org for questions about the accreditation of Vanderbilt University.

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

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

Peabody 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 2019.

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 and community resources through the Student Care Network—from the David Williams II Student Recreation and Wellness Center to the Project Safe Center and 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.

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 “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 work collaboratively 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. Our goal is for students to have the right support, in the right place, at the right time. In addition, the Office of Student Care Coordination coordinates support for students returning from medical leaves of absence. 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.

Many students face challenges during their educational experiences and each situation is unique. The Office of Student Care Coordination is the first step to determine where to go for the most appropriate support for your needs. Students are encouraged to visit vanderbilt.edu/carecoordination to complete an initial assessment and schedule an appointment to meet with a Student Care Coordinator. Students may also call (615) 343-WELL (9355) or drop in to see a Student Care Coordinator, Monday–Friday, 8 a.m. to 5 p.m., Sarratt Student Center, Rand Hall, Suite 305.

University Counseling Center
As a key component of the Vanderbilt Student Care Network, the UCC provides mental health assessment, support, and treatment for all students enrolled at Vanderbilt, including undergraduate, graduate, and professional students.

Highly skilled and multidisciplinary teams of professionals offer crisis intervention, substance abuse counseling, short-term individual counseling, group therapy, biofeedback, ADHD and learning disorder assessments, and psychiatric assessment and pharmacological treatment. Treatment plans are tailored to each individual’s unique background and needs. UCC professionals support the university’s mission of fostering inclusive excellence through cultural awareness and competence. In addition to regular hours and evening/weekend crisis response, the UCC offers various “Let’s Talk” locations.

To access UCC services, visit vanderbilt.edu/ucc or the Office of Student Care Coordination’s website at vanderbilt.edu/carecoordination or call the OSCC at (615) 343-WELL (9355). For immediate crisis support or to speak with someone at the UCC after business hours, call the UCC at (615) 322-2571.

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

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

Emergency consultation services are available from on-call professionals at (615) 322-2427 when the Student Health Center is closed. For more detailed information on the services available at the Student Health Center and information on other health-related topics, please visit the Student Health Center website at vumc.org/student-health.

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

The requirements include:
1. **Varicella vaccine (two injections)** is required for all students who have not had documented chickenpox history. Positive titer results are also accepted.
2. **Measles, mumps, and rubella (2 injections)** for all incoming students. Positive titer results are also accepted.

The Student Health Center requires all incoming students to complete a Health Questionnaire that includes further information regarding the state-mandated vaccinations, as well as information on other strongly recommended vaccinations.

Information regarding this Health Questionnaire is communicated to students by email after admission to Vanderbilt University. This Health Questionnaire must be returned to the Student Health Center by May 15 with vaccination information.

Students should go to vumc.org/student-health/immunization-requirements-new-students in order to access more information regarding the immunization requirements and information on how to upload their documentation via the secure student health portal.

Student Health Insurance Plan
All students registered in degree programs for 4 or more credit hours, or who are actively enrolled in research courses (including but not limited to dissertation or thesis courses) that are designated by Vanderbilt University as full-time enrollment are required to have health insurance coverage. The university offers a sickness and injury insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students online at gallagherstudent.com/vanderbilt or vumc.org/student-health/student-health-insurance.

The annual premium is in addition to tuition and is automatically billed to the student’s account. Coverage extends from August 12 until August 11 of the following year, whether a student remains in school or is away from the university.

A domestic student who does not want to subscribe to the insurance plan offered through the university must complete an online waiver process at gallagherstudent.com/vanderbilt. This process must be completed by August 1 for students enrolling in the fall for annual coverage. Newly enrolled students for the spring term must complete the online waiver process by January 1. The online waiver process indicating comparable coverage must be completed every year by August 1 in order to waive participation in and the premium for the Student Injury and Sickness Insurance Plan.
Family Coverage: Students who want to obtain coverage for their families (spouse, children) may do so at gallagherstudent.com/vanderbilt. Additional premiums are charged for family health insurance coverage and cannot be put on a student’s VU account.

International Student Coverage
International students and their dependents residing in the United States are required to purchase the university’s international student injury and sickness insurance. This insurance is required for part-time as well as full-time students.

Center for Student Wellbeing
The Center for Student Wellbeing seeks to create a campus culture that supports students in cultivating lifelong wellbeing practices. The center offers individual coaching appointments to help students develop and maintain skills that will contribute to personal and academic success, and provides workshops on a variety of topics, including resiliency, time management, alcohol and other drug education, and healthy living. Students may use the center’s meditation room for yoga, meditation, and mindfulness classes, or for self-guided practice. The center also works closely with many campus partners, including the University Counseling Center, the Student Health Center, the Office of Housing and Residential Education, and the academic deans to provide resources and support for students who may be facing personal or academic challenges. The Center for Student Wellbeing is centrally located on campus at 1211 Stevenson Center Lane, across from the Student Health Center, and is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For more information, please call (615) 322-0480 or visit vanderbilt.edu/healthydores.

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/issss.

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. 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 Butler Hall and across from the main campus mailroom. For more information, please call (615) 322-2524 or visit vanderbilt.edu/bcc.

Margaret Cuninggim Women's Center

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

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

Office of LGBTQI Life

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/eeo) 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.

Director of Title IX and Student Discrimination Molly Zlock is Vanderbilt’s Title IX coordinator.

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 second-hand 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 virgin.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 a 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.

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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.

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

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.
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**

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<tr>
<th>Department</th>
<th>Major</th>
<th>Areas of Specialization</th>
<th>Degree</th>
</tr>
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<tbody>
<tr>
<td>Human and Organizational Development</td>
<td>Community</td>
<td>Community Development</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Research and Action</td>
<td>Evaluation Methods</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Leadership, Policy, and Organizations</td>
<td>Leadership and Policy Studies</td>
<td>Educational Leadership and Policy</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher Education Leadership and Policy</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Psychology and Human Development</td>
<td>Clinical Psychology</td>
<td></td>
<td>Ph.D.</td>
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<td></td>
<td>Cognition and Cognitive Neuroscience</td>
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<td>Cognition in Context</td>
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<td>Developmental Psychology</td>
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<td></td>
<td>Quantitative Methods</td>
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<td>Ph.D.</td>
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<td>Special Education</td>
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<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Learning, Teaching, and Diversity</td>
<td>Development, Learning, and Diversity</td>
<td>Ph.D.</td>
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<tr>
<td></td>
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<td>Language, Literacy, and Culture</td>
<td>Ph.D.</td>
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<td>Mathematics and Science Education</td>
<td>Ph.D.</td>
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<td></td>
<td></td>
<td>Learning and Design</td>
<td>Ph.D.</td>
</tr>
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</table>

**Admission to the Graduate School**

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

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

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

**Doctor of Philosophy**

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

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

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

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

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

Advanced Licensure Programs

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

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

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

Security Clearance for Experiences in Schools

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

Admission to Teacher Education (For Graduate Professional Students)

All students at the graduate level preparing for teaching careers and licensure must be admitted to a teacher education program. Students in graduate professional programs should notify the Office of Teacher Licensure at Vanderbilt of the intent to seek licensure during registration for the first semester of courses. Information will be provided at that time about the licensure process and requirements.

Licensure Audits

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

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

Liberal Education Core

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

Professional Core Requirements

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

Initial Teacher Licensure in Special Education

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

Meeting Degree and Licensure Requirements

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

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

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

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

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

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

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

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

Students who have passed Screening II are assigned two specific student teaching/internship placements in the Nashville area.

PRAXIS 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.700</td>
</tr>
<tr>
<td>B+</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.700</td>
</tr>
<tr>
<td>C+</td>
<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.700</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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 student may appeal the department chair’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 postbaccalaureate student at the time the graduate-level credit was earned. Permission must be obtained from the instructor to sit in on the class. A student wishing to have a notification 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.

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

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

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

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

Committee for Protection of Human Subjects—Behavioral Sciences Committee
All faculty and student research projects that involve human participants (including thesis, independent study, doctoral study, and dissertation research) are reviewed by the Committee for Protection of Human Subjects before the project is undertaken. The interdisciplinary review board functions to alert researchers to potential ethical problems associated with the proposed research procedures.

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

Students must file a Notification of Intent to Graduate form before their final semester (or summer session) at Peabody. Deadlines for filing intent forms are published in the Vanderbilt University academic calendar.

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

The 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 postbaccalaureate degree-related course work and two years of appropriate professional experience.

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

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

In addition to test scores, a completed application for admission includes 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 postbaccalaureate professional credit can be granted admission as a special student.

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

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

If a special student later seeks and is granted admission to a degree program at Peabody College, a maximum of 9 graduate-level hours earned as a special student may count toward a professional degree program.

Acceptance as a special student does not guarantee admission into a Peabody program. Special students seeking regular admission must meet all of the minimum criteria for full admission.

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 $400.

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

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

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

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

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

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

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

Tuition for professional students at Peabody College for the academic year 2019/2020 is $1,938 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 (2019/2020)

<table>
<thead>
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<th>Amount</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Student service fees</td>
<td>500</td>
</tr>
<tr>
<td>Thesis binding (two copies)</td>
<td>25</td>
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<tr>
<td>Recorded audit</td>
<td>10</td>
</tr>
<tr>
<td>One-time transcript fee</td>
<td>100</td>
</tr>
<tr>
<td>Matriculation deposit</td>
<td>250</td>
</tr>
</tbody>
</table>

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 non-refundable. 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 vanderbilt.edu/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
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
SPEDC Early Childhood Special Education
SPEDH High Incidence/Interventionist
SPEDS Severe
SPEDV Visual Impairment
SSED Social Studies Education

Human and Organizational Development

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

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

Human Development Counseling
Clinical Mental Health Counseling
School Counseling

Courses offered in the Department of Human and Organizational Development are listed beginning on page 49.

Graduate Degrees

Master of Science and Doctor of Philosophy

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
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</thead>
<tbody>
<tr>
<td>COMMUNITY DEVELOPMENT AND ACTION CORE 15 hours—All required</td>
</tr>
<tr>
<td>HOD 6100 Master’s ProSeminar: Becoming a Change Agent [3]</td>
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<tr>
<td>HOD 6210 Community Inquiry [3]</td>
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<tr>
<td>HOD 7210 Community Development Theory [3]</td>
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<tr>
<td>HOD 6600 Pre-Practicum for Community Development and Action [3]</td>
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<tr>
<td>HOD 8100 Theories of Inequality, Diversity, and Social Justice [3]</td>
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<td>or</td>
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<tr>
<td>HOD 6500 Diverse Populations [3]</td>
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<tr>
<td>CDA CORE THEORY COURSES 6 hours—Required</td>
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<tr>
<td>Examples of theory courses include:</td>
</tr>
<tr>
<td>HOD 7300 Ethics of Community Research and Action [3]</td>
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<tr>
<td>HOD 7400 Community Intervention and Change [3]</td>
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<tr>
<td>HOD 7600 Global Dimensions of Community Development [3]</td>
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<tr>
<td>CDA CORE SKILL COURSES 6 hours—Required</td>
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<tr>
<td>Examples of skill courses include:</td>
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<tr>
<td>HOD 6200 Program Evaluation [3]</td>
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<tr>
<td>HOD 7700 Development Project Design and Evaluation [3]</td>
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<tr>
<td>HOD 6300 Action Research [3]</td>
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<tr>
<td>HOD 6420 Non-Profit Management and Strategy [3]</td>
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<tr>
<td>ELECTIVES 3 hours</td>
</tr>
<tr>
<td>Selection of elective courses made in consultation with program adviser</td>
</tr>
<tr>
<td>TOTAL MINIMUM HOURS: 30 hours</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>REQUIRED COURSES 15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6460 Language, Education and Diversity [3]</td>
</tr>
<tr>
<td>EDUC 6100 Development in Context: The Effects of Poverty [3]</td>
</tr>
<tr>
<td>HOD 7120 Human Development and Preventative Intervention [3]</td>
</tr>
<tr>
<td>PSY-PC 7500 Developmental Cognitive Neuroscience [3]</td>
</tr>
<tr>
<td>Research Methods Course (applicable to student’s concentration) [3]</td>
</tr>
</tbody>
</table>

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

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, and school counseling requires 48 total minimum hours.

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 will apply for CACREP accreditation in 2019.

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 is possible by completing these programs. In addition, licensure as a school counselor may be obtained through appropriate coursework. 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 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 31 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 which includes a semester-long practicum plus a full-year internship placement in a school setting. The curriculum is rooted in the American School Counseling Association (ASCA) National Model, which emphasizes professional foundations along with program delivery, management, and accountability.

Degree Requirements
HUMAN DEVELOPMENT COUNSELING CORE 24 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 7810. Research in Counseling [3]
FIELD EXPERIENCE 12 hours
HDC 6330. Pre-Practicum [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 12 hours
HDC 6430. Diagnosis and Treatment Using the DSM [3]
HDC 6440. Advanced Developmental Counseling [3]

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

SCHOOL COUNSELING TRACK 6 hours
HDC 6230. Exceptional Education and the DSM for School Counselors [3]

ELECTIVES
CLINICAL MENTAL HEALTH COUNSELING TRACK 9 hours
SCHOOL COUNSELING TRACK 6 hours
HDC 6220. Counseling for College Access, Admissions, and Completion [1-3]
HDC 6310. Developmental Approach to Personal Loss and Grief [3]
HDC 6320. Theories and Techniques of Counseling with Children and Adolescents [3]
HDC 6340. Addictions and the Human Service Professional [3]
HDC 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 7500. Special Topics: Human Sexuality and Intervention [3]

TOTAL MINIMUM HOURS:
48 hours (School Counseling Track)
60 hours (Clinical Mental Health Counseling Track)

Leadership, Policy, and Organizations

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LECTURERS Jeremy Bolton, Daniel LeBreton, Cynthia Nebel, Eve Ritkin

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 beginning on page 52.

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]

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]

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

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

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]

SPECIALTY COURSES
HEA 6010. College and University Management [3]

CAPSTONE

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 immersions, and a culminating doctoral project, the program provides 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 four domains of knowledge—leadership, organizational development, data 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.

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]

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.

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]

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

ELECTIVES 15-18 hours
EDP 6110. Politics of Policymaking [3]
EDP 6140. Economics of Education/Education Policy [3]
EDP 6220. Urban Education and Social Policy
EDP 7880. Education Policy and Program Evaluation [3]
ELP 8210. Resource Allocation and Deployment [3]
ELP 8220. Educational Accountability and Student Assessment [3]
ELP 8230. Politics and Governance in Education [3]
HEA 6010. College and University Management [3]
HEA 6110. Introduction to Enrollment Management [3]
HEA 6310. College and University Finance [3]
IEPM 6200. 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 selected in consultation with the program 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 6220. Consultation Skills [3]
LOP 6230. Organizational Development [3]
LOP 6240. Leading and Facilitating Groups [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]
LOP 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 any of the first three courses above:

METHODS 9 hours
LOP 7860. Research Design and Data Analysis I [3]
LOP 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 6130. Comparative Issues in Higher Education [3]
IEPM 6140. Education Policy and Global Human Development [3]
LOP 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 12 hours
EDP 6110. Politics of Policymaking [3]
EDP 6120. Education Policy and School Reform [3]
EDP 6130. American Education History and Policy [3]
EDP 6140. Economics of Education [3]
Students concentrating in higher education policy may substitute the following for any of the first three courses above:

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 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 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
EDP 7950. Practicum in Education Policy [0]

TOTAL MINIMUM HOURS: 36 hours

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

Students with strong dual interests in public policy and law may apply to the J.D./M.P.P. dual-degree program. Available through Vanderbilt Law School and Peabody College, the dual degree can be obtained in four years. Candidates for admission must apply and be accepted separately to each program.

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
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, Tedra Walden, Bahr Weiss,
ASSOCIATE PROFESSORS Sarah Brown-Schmidt, Sun-Joo Cho, Laura Novick, Megan Saylor, Craig Smith, Sonya Sterba, Georgene Troseth, Duane Watson, Hao Wu
ASSOCIATE CLINICAL PROFESSORS Nina Martin, F. Joseph McLaughlin III
ASSISTANT PROFESSORS Lisa Fazio, Kathryn Humphreys, Autumn Kujawa, Jonathan Lane, Gavin Price
ASSISTANT CLINICAL PROFESSOR Vicki Harris
PRINCIPAL SENIOR LECTURER Leigh Wadsworth
SENIOR LECTURERS Shane Hutton, Julia Noland
LECTURERS Jennifer Dunbar, Maria Osina

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), Clinical Psychological Assessment, and Quantitative Methods.

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

Courses offered in the Department of Psychology and Human Development are listed beginning on page 59.

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 7960. 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-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 neurocognitive 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]
- EDUC 6100 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]

**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 hours]

Near the end of the two-year program, all M.Ed. students must complete an intensive internship (either a three- or four-month semester internship or a two-month summer internship). The internship will occur in an applied research setting, such as a school system, a medical school research setting, a testing company, or a policy institute. Enrollment in 2 credit hours for the internship is required. A Vanderbilt faculty member and a representative of the organization will collaborate to supervise the internship Upon completion, the student will summarize research activity during the internship in the form of an oral presentation to the QM program and a written paper (a 2,000–2,500 word research summary that is approximately eight to ten double-spaced pages). The oral and written summary must indicate
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 adoption 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

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.

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;
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
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, Paul J. Yoder
PROFESSOR OF THE PRACTICE Kimberly J. Paulsen
ASSOCIATE PROFESSORS Erin Barton, Christopher Lemons, Joseph H. Wehby
ASSOCIATE PROFESSORS OF THE PRACTICE Naomi Chowdhuri Tyler, Alexandra Da Fonte
RESEARCH ASSOCIATE PROFESSOR Tamara Stambaugh
ASSISTANT PROFESSORS Elizabeth Biggs, Joseph Lambert, Jennifer Ledford, Blair Lloyd
ASSISTANT PROFESSOR OF THE PRACTICE Andrea M. Capizzi
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 beginning on page 60.

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 disabilities 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, behavior disorders, and mild intellectual disabilities. The low-incidence disabilities program has two tracks: the severe disabilities and visual disabilities 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 disabilities track is intended for those who wish to focus on students who are blind or have low vision.

The degree program stresses field-based learning and experience, with opportunities to participate in supervised research. Field experience must be in 5000–8000-level courses. Programs of study are planed 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. Intro to Single Subject Research Methodology [3]
SPEDH 7100. Advanced Issues in Family Intervention [3]
SPEDH 7400. Instruction and Learning in Early Childhood Special Education [3]
SPEDH 7450. Screening and Assessment in Early Childhood Special Education [3]
SPEDH 7700. Teaching Reading to Students with Disabilities in Early Childhood [3]
SPEDH 7951. Fieldwork in Early Childhood Special Education [4]
SPEDH 7953. Advanced Fieldwork in Early Childhood Special Education [3]
SPEDH 7960. 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]
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]
SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties [3]
SPEDH 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 7450. Teaching Mathematics to 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 Field Work in Special Education [3]

INTERVENTIONIST SPECIALIST: 6–12

SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7810. Research Methods in Special Education [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]
SPED 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]
SPED 7440. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties [3]
SPED 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities [3]
SPED 7953. Advanced Field Work in Special Education [3]

INTENSIVE INTERVENTIONIST SPECIALIST (Candidate must have licensure)
SPED 7350. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties [3]
SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7410. Research Methods in Special Education [3]
SPED 7962. Practicum: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties [3]
SPED 7961. Practicum: Intensive Interventions for Students with Severe and Persistent Academic Difficulties [3]
SPED 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild and Moderate Disabilities [3]
SPED 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties [3]
SPED 7620. Intensive Interventions for Students with Severe and Persistent Behavior Difficulties [3]
SPED 7800. Collaboration, Ethics, and Leadership to Support Students with Severe and Persistent Academic and Behavior Disabilities [3]

SEVERE DISABILITIES (LICENSURE: COMPREHENSIVE)
SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7100. Advanced Issues in Family Intervention [3]
SPED 7100. Augmentative and Alternative Communication [3]
SPED 7250. Methods of Instruction for Students with Intellectual and Multiple Disabilities [3]
SPED 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities [3]
SPED 7700. Characteristics of Students with Intellectual and Multiple Disabilities [3]
SPED 7300. Advanced Procedures for Transition to Adult Life [3]
SPED 7600. Teaching Reading to Students with Severe Disabilities [3]
SPED 7953. Advanced Fieldwork in Multiple and Severe Disabilities [3]

VISUAL DISABILITIES
SPED 7400. Management Procedures for Academic and Social Behavior [3]
SPED 7510. Medical and Educational Implications of Visual Impairments [3]
SPED 7530. Advanced Braille [3]
SPED 7550. Orientation and Mobility Skills for Teachers of Students with Visual Impairments [3]
SPED 7560. Characteristics and Instruction for Students with Multiple Disabilities Including Deaf-blindness [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 (interventionist specialist), or severe disabilities (comprehensive licensure). This program teaches students to conduct functional behavioral assessments, write behavior intervention programs, and consult/implement those intervention programs for a range of individuals with behavior problems. Once the course work and internship associated with the behavior analysis program have been met and at least a master’s degree has been earned, graduates will be eligible to sit for the Behavior Analysis Certification Board Exam. Individuals who pass the board exam become Board Certified Behavior Analysts.

REQUIRED COURSES 19 hours
SPED 8400. Experimental Analysis of Behavior [3]
SPED 8810. Introduction to Single-Subject 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 7980. Internship in Special Education [1]

ELECTIVE COURSES (Choose one)
SPED 7810. Research Methods in Special Education [3]
SPED 7250. Methods of Instruction for Students with Severe and Multiple Disabilities [3]
SPED 7400. Instruction and Learning in Early Childhood Special Education [3]

BEHAVIOR ANALYSIS INTERNSHIP REQUIREMENTS
Students are required to participate in 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.

TOTAL: 750 hours
**Teaching and Learning**

**CHAIR** Deborah W. Rowe

**ASSOCIATE CHAIR FOR TEACHER EDUCATION** Anita Wager

**PROFESSORS EMERITI** Paul Cobb, Carolyn Everson, Dale Farran, Richard Lehrer, Charles Myers, Victoria Risko, Laona Schauble, Virginia Shepherd

**PROFESSORS** David Dickinson, Noel Enyedy, Rogers Hall, Ilana Horn, Robert Jimenez, Kevin Leander, Henry "Rich" Milner IV, Deborah Rowe

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

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

**RESEARCH PROFESSOR** Kathy Ganske

**RESEARCH ASSISTANT PROFESSORS** Caroline Christopher, Kolley Durkin, Jennifer Ufnar

**ASSOCIATE PROFESSORS** Amanda Goodwin, Melissa Gresalfi, Jeannette Mancilla-Martinez, Ebony McGee

**ASSOCIATE PROFESSORS OF THE PRACTICE** Molly Collins, Shannon Daniel, Andrew Hostetler, Melanie Hundleby, Heather Johnson, Catherine McTamaney, Ann Neely, Emily Pendergrass

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

**ASSISTANT PROFESSORS OF THE PRACTICE** Teresa Dunleavy, Amy Palmeri, Elizabeth Self

**PRINCIPAL SENIOR LECTURER** Jeanne Peter

**SENIOR LECTURERS** Andrea Henrie, Kristen Weeks Neal

**LECTURERS** Justine Bruyere, Nicole Chaput-Guizani, Ocheze Joseph, 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 beginning on page 64.

### Teacher Licensure

Students pursuing graduate/professional degrees may complete requirements for teacher licensure in English language learners, elementary education, reading, or secondary education. The completion of licensure requirements usually necessitates work beyond the normal degree requirements, particularly if the student’s undergraduate program is deficient in liberal education categories or in the academic major for the secondary education program.

Students wishing to combine a graduate/professional degree with initial licensure are required to substitute for the elective portion of the degree program a sequence of professional methods courses and internship experiences. A transcript audit is made for each student. The licensure program is based on previous course work to meet degree requirements and licensure regulations. Teacher licensure requirements often extend the length of the degree program beyond the stated minimum.

All students seeking initial teacher licensure in Tennessee are required to pass appropriate PRAXIS examinations 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]
- 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]
Internationally

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 ELL 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.

Summer I I (4 hours)
SCED 6250. Advanced Teaching of Science in Elementary Schools [2]
HMED 6250. Introduction to Arts Education [2]
TOTAL: 33 hours

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

Other Elective Examples

ELECTIVES TO MEET A TOTAL MINIMUM OF 31 HOURS

ELECTIVES TO MEET A TOTAL MINIMUM OF 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.

INQUIRY INTO CULTURE AND EDUCATION:
EDUC 6020. Culturally Responsive Pedagogy [3]
EDUC 6060. Cultural Diversity in American Education [3]
EDUC 8040. Diversity and Equity in Education [3]

INQUIRY INTO LEARNING CONTEXTS and CURRICULUM:
EDUC 6050. Parents, the School, and the Community [3]
EDUC 7810. Inquiry into Contexts [3]
EDUC 6040. Analysis of Teaching [3]
EDUC 6080. Designing for Context [3]
EDUC 7180. Design of Learning Environments with a Focus on Play [3]
EDUC 7100. Learning Out of School [3]

PREPARING TO TEACH READING AND WRITING:
EDUC 6460. Language, Education and Diversity [3]
ENED 6380. Reading and Learning with Print and New Media [3]
EDUC 6450. Teaching and Learning the Language Arts: Theory and Research [3]
ENED 6380. Teaching Writing and Multimedia Composition [3]
EDUC 6370. Teaching Literature and Media to Adolescents [3]
EDUC 6570. Teaching Second Language Literacy [3]
EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction [3]

LANGUAGE STUDIES AND DEVELOPMENT CORE [16 hours]
EDUC 6530. Educational Linguistics and Second Language Acquisition [3]
PSY-PC 7130. Introduction to Formal Linguistics [3]
PSY-PC 7190. Language and the Brain [3]
EDUC 7992. Capstone Seminar [1]

ELECTIVES TO MEET A MINIMUM OF 31 HOURS (Elective Examples below)

EDUC 6520. Foundations of English Language Learners [3]
EDUC 6540. Methods of Teaching English Language Learners [3]
EDUC 6560. Methods of Teaching English as a Foreign Language [3]
EDUC 6460. Language, Education, and Diversity [3]
EDUC 8810. Discourse Analysis in Education [3]
EDUC 6570. Teaching Second Language Literacy [3]
EDUC 6580. Issues in English Language Learner Education Research [3]
PSY-PC 8430. Neurobiology of Language [3]

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 advisers.

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.

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:
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COMMON CORE 19 hours
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
EDUC 6100 Development in Context: The Effects of Poverty [3]
EDUC 6460 Language, Education and Diversity [3]
HOD 7120 Human Development and Preventative Intervention [3]
PSY-PC 7500. Developmental Cognitive Neuroscience [3]
Research Methods Course (applicable to student’s concentration) [3]

EDUC 7992. Capstone Seminar (Fall and Spring)

TOTAL MINIMUM HOURS: 31 hours

Master of Education Program in Reading Education
Peabody’s master of education Program in Reading Education is designed to focus on literacy development, assessment, and instruction of students with diverse learning and literacy needs. The program meets standards suggested by the International 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 EDUCATION CORE 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 6421. Diverse and Special Needs Learners Practicum [3]
EDUC 7992. Capstone Seminar [1]
ENED 6340. Reading and Learning with Print and New Media [3]

And choose one of the following:
EDUC 6450. 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. HUMANISTIC DIMENSIONS OF EDUCATION
EDUC 6020. Culturally Responsive Pedagogy [3]
EDUC 6050. Parents, the School, and the Community [3]
EDUC 6060. Cultural Diversity in American Education [3]
EDUC 6520. Foundations for ELL Education [3]
EDUC 8040. Diversity and Equality in Education [3]

Area 2. BEHAVIORAL STUDIES
EDUC 6010. Psychological Foundations of Education [3]
EDUC 8200. Foundations in Learning and Development [3]
PSY-GS 8400. Developmental Psychology [3]
SPED 7000. Education and Psychology of Exceptional Learners [3]

Area 3. TEACHING STRATEGIES AND CURRICULUM
EDUC 6540. Methods and Materials for ELL Education [3]
ENED 6560. Literature, Popular Culture, and New Media [3]

Area 4. ASSESSMENT AND RESEARCH TOOLS
EDUC 6040. Analysis of Teaching [3]
EDUC 7810. Inquiry into Contexts [3]
EDUC 7990. Master’s Thesis in Education [3]

READING EDUCATION ELECTIVES 3 hours
EDUC 6520. Foundations for ELL Education [3]
EDUC 6550. Assessment of ELL Students [3]
EDUC 6580. Advanced Study of Literature for Children [3]
EDUC 6630. Teaching Literature in Elementary Classrooms [3]
EDUC 66310. Perspectives on the English Language [3]
EDUC 66400. Harry Potter and Children’s Literature [3]
SPEDS 7400. Foundations of Early Childhood Special Education [3]

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

TOTAL MINIMUM HOURS: 31 hours

Master of Education Program in Secondary Education (Grades 6–12 Endorsement) with Licensure
The M.Ed. program, if completed successfully, leads to a recommendation to the state for a teaching license in English language arts, mathematics, science, or social studies. 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 two course work tracks, a one-year (June to May) and a two-year (four semesters). 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)

### ENGLISH

**CORE** (6 hours)

EDUC 6310. Classroom Ecology [3]

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

- ENED 6340. Reading and Learning with Print and New Media [3]
- 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 7973. Internship Seminar: Secondary [1]

**LICENSURE REQUIREMENTS** (4-6 hours)

- EDUC 6510. Principles of English Language Learner Education [3]
- EDUC 6520. Foundations of English Language Learner Education [3]
- SPED 7000. Education and Psychology of Exceptional Learners [3]
- EDUC 6330. Recognizing and Responding to Special Needs Learners [1]

**ELECTIVES** (3 hours)

Any 3-credit-hour course approved by the adviser

**TOTAL:** 30–34 hours

### SCIENCE

**CORE** (6 hours)

EDUC 6310. Classroom Ecology [3]

**SUBJECT-SPECIFIC LEARNING AND PEDAGOGY** (9 hours)

- 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]
- SCED 7973. Internship Seminar: Secondary [1]

**LICENSURE REQUIREMENTS** (4-6 hours)

- EDUC 6510. Principles of English Language Learner Education [3]
- EDUC 6520. Foundations of English Language Learner Education [3]
- SPED 7000. Education and Psychology of Exceptional Learners [3]
- EDUC 6330. Recognizing and Responding to Special Needs Learners [1]

**ELECTIVES** (3 hours)

Any 3-credit-hour course approved by the adviser

**TOTAL:** 30–34 hours

### SOCIAL STUDIES

**CORE** (6 hours)

EDUC 6310. Classroom Ecology [3]

**SUBJECT-SPECIFIC LEARNING AND PEDAGOGY** (9 hours)

- SSED 6240. Human Geography [3]
- SSED 7330. Intro to Literacies in Social Studies [3]

**FIELD-BASED STUDY** (8 hours)

- 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: 30–34 hours

License requirement for all secondary education majors:
First aid and CPR training (taken within two years before licensure recommendation and prior to application for screening I)

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. [Formerly HOD 2280] (Also listed as HOD 3232 for undergraduate students) Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed.

HOD 6100. Master's Proseminar: Becoming a Change Agent. [Formerly HOD 3000] This course is designed for first semester, first year Community Development and 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.

HOD 6200. Program Evaluation. [Formerly HOD 3300] This course is a master's-level introduction to evaluation research. It is designed for people who expect to work as agency directors, educational administrators, program directors, in-house evaluators, or evaluation consultants and who want to work with community agencies to evaluate the organization's programs. At the end, students will be able both to conduct local evaluations and to communicate and work with professional evaluators. The course covers multiple approaches and types of evaluations and how they are embedded in social and political contexts. It also includes practical techniques for program developers and administrators, such as needs assessment, performance evaluation, goal attainment scaling, cost-benefit analysis, qualitative approaches, and approaches to evaluation that take time and funding constraints into account.

HOD 6210. Master's Community Inquiry. [Formerly HOD 3100] Overview of issues and methods in community research. Epistemology, theory, research design, critical analysis, levels of inquiry, and the range of data collection and analysis methods available for community research. Master's students only.

HOD 6300. Action Research. [Formerly HOD 3620] Specialty core requirement for the community development and social policy (CDSP) track in the Community Development and Action program. The course uses the framework of Kurt Lewin's action research (AP) method in the broader context of Chris Argyris' Action Science. Students do an actual research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of research as a team in a consulting organization.

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.

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.
This course provides beginning graduate students an introduction to theo-
This course surveys preventive interventions related to health and develop-
organizational and institutional change; faith communities; community orga-
capital and community cognitions and behaviors; stress, coping, adapta-
ience, deviance, labeling, and stigma; ecological theory, research and envi-
ment, interests, values, personality factors, and occupation; manpower and
odical trends; vocational counseling; toward a science of human

HOD 7110. Survey of Preventive Interventions. [Formerly HOD 3510] This course surveys preventive interventions related to health and development outcomes. Course readings explore programs, policies, and practices that have been found effective in preventing poor outcomes. Particular emphasis is focused on issues related to program implementation, program evaluation, organizational capacity, and other issues that may influence program outcomes. Readings explore a variety specific outcomes (e.g., substance abuse, high school dropout, obesity), and program settings (schools, social service organizations, neighborhoods) to provide exposure to wide variety of applications of prevention programs and frameworks. [3]

HOD 7120. Human Development and Prevention Science. [Formerly HOD 3520] This course introduces students to science-based preventive intervention strategies and model programs that target youth and 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. [Formerly HOD 3601] This course provides beginning graduate students an introduction to theories that shape or directly pertain to community development. Focus of the course is on theories that explain local, community and municipal-level processes. Students develop an understanding of the theoretical strands in current development issues and policies. [3]

HOD 7300. Ethics of Community Research and Action. [Formerly HOD 3200] This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the "ideal" community or society. [3]

HOD 7400. Community Intervention and Change. [Formerly HOD 3470] Introduction to applied community studies, including change theory, research, and intervention at multiple levels from community psychology, sociology and other disciplines. The course will help students develop a thesis, project, paper, or dissertation topic and proposal. Readings focus on meanings, types and significance of community; issues of diversity, difference, deviance, labeling, and stigma; ecological theory, research and environmental and setting/systems-level interventions; social movements; social capital and community cognitions and behaviors; stress, coping, adaptation, and social support; prevention and promotion programs and coalitions; organizational and institutional change; faith communities; community organizing, development, mobilization and social action; assessing and informing local-to-national policies; community change around the world. [3]

HOD 7500. Special Topics. [Formerly HOD 3960] May be repeated with a change in topic. [1-3]

HOD 7600. Global Dimensions of Community Development. [Formerly HOD 3640] The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital, and cultural identity. [3]

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

HOD 7700. Development Project Design and Evaluation. [Formerly HOD 3610] Examines how development projects and programs intended to improve social, economic, health, energy, environmental, and other conditions in human communities are designed by development professionals and how they determine whether or not such interventions achieve their purposes and warrant similar investment in the future. Analytical work undertaken at several stages in the design and evaluation process, including social, financial, managerial, legal, environmental, and other analyses, as well as impact analysis, are carried out. The purpose is to understand the ways applied research underpins and influences development investment decisions. [3]

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

HOD 7950. Fieldschool in Intercultural Education. [Formerly HOD 3460] This course takes place in a community other than one's own either domestically or internationally over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [0-3]

HOD 7960. Readings and Research. [Formerly HOD 3930] [1-6]

HOD 7989. Thesis Development Seminar. [Formerly HOD 3970] 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. Master's Thesis Research. [Formerly HOD 3970] [1-6]

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

Human Development Counseling Courses

HDC 6010. Theories of Counseling. [Formerly HDC 3310] Basic overview examines client, counselor, and situational variables. The primary focus is on the prevailing theories of counseling and psychology. Each theory is examined in terms of its psychological assumptions, theoretical tenets, and various techniques. [3]

HDC 6100. Career Counseling. [Formerly HDC 3470] Various aspects of career development, using data from psychology, sociology, and economics. The meaning of work; theories of career development; ability, interests, values, personality factors, and occupation; manpower and occupational trends; vocational counseling; toward a science of human effectiveness. [3]

HDC 6110. Appraisal and Assessment. [Formerly HDC 3510] Survey of appraisal, assessment, and standardized instruments used by counselors in the areas of education, psychology, and mental health. Course fee: $60.00. [3]

HDC 6120. Social, Legal, and Ethical Issues in Counseling. [Formerly HDC 3600] This course is designed to provide the prospective counselor with knowledge of the profession’s ethical and legal standards, as well as the school/community aspect of the profession. The course will explore the evolution of those standards, methods of change, and applications to various professional activities. [3]
HDC 6130. Developmental Counseling Psychology. [Formerly HDC 3660] Study of findings in social and developmental psychology most relevant to the counseling profession. A cognitive developmental perspective is stressed. Theories, methods, and empirical findings are considered as they relate to diagnosis, intervention, program building, and evaluation. [3]

HDC 6150. Counseling Diverse Populations. [Formerly HDC 3680] Study of value systems and behavior patterns of diverse populations as well as variables related to age, gender, life style, language, religion, social class, geography, and developmental stage. Provides counselors and mental health specialists with knowledge of diverse life styles in order to be more effective in serving the needs of persons from diverse populations. [3]

HDC 6160. Group Counseling. [Formerly HDC 3760] Provides an examination of the foundations of group work including legal and ethical issues, roles, planning and development, leadership styles, research on groups, theoretically based group models, and group counseling skills and techniques. [3]

HDC 6200. Foundations of Professional School Counseling. [Formerly HDC 3340] This course is required for all school counseling majors and looks at conceptual models for school counseling programs—how they are organized and how they are administered. [3]

HDC 6220. Counseling for College Access, Admissions, and Completion. [Formerly 3490] This course explores the college admission process, with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges and college counseling for various student populations. Issues of equitable access and completion will be addressed in addition to fundamental admission processes. Students gain an understanding of the resources available to counselors in the college admission process including print material, software, web sites and organizations. [3]

HDC 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. [Formerly HDC 3550] Educates students in the recognition of client issues of personal loss and equips them with knowledge necessary to promote healthy resolution of change. Areas of discussion include the identification of a general grieving paradigm, the exploration of the relationship between loss and human development, and the stimulation of development through the promotion of healthy adaptation to change. The course will use didactic presentations, group discussion, experiential exercises, and videotaped materials. The course is designed for both advanced undergraduate and graduate students from a variety of backgrounds and courses of study, all of whom are or will be involved in assisting persons in making developmentally stimulating changes. [3]

HDC 6320. Theories and Techniques of Counseling with Children and Adolescents. [Formerly HDC 3420] It is the purpose of this course to introduce students to various counseling theories and techniques as applied to children and adolescents. This course builds on the theories learned in HDC 6010. In addition, this course will allow students to practice the techniques as a pre-practicum experience. [3]

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

HDC 6340. Addictions and the Human Services Professional. [Formerly HDC 3480] Introduces students to the basic knowledge and skills needed to identify and successfully refer the addicted client and his or her family members to appropriate rehabilitative services and to design/ market early intervention or preventative 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. [Formerly HDC 3800] Provides a foundational understanding of the profession of counseling and the unique role of the clinical mental health counselor. The spectrum of mental health programs targeting prevention and human development to residential services is discussed along with advocacy, historic, and current events, and emerging issues. [3]

HDC 6410. Marriage and Family Counseling. [Formerly HDC 3400] Introductory course focusing on relationships and systems examining organizations, teams, families, and couples. Theories and specific strategies will be introduced each weekend that examine a different level within the system. This course is both didactic and experiential. [3]

HDC 6420. Trauma: Impact and Intervention. [Formerly HDC 3500] The course will address interventions related to trauma. The psychological, biological, developmental, cultural, and social influences of trauma will be examined. [3]

HDC 6430. Diagnosis and Treatment Planning Using the DSM. [Formerly HDC 3520] The course will provide a general overview of the 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. [Formerly HDC 3670] Designed to expand the knowledge base of lifespan human development theory beyond an elementary level. It is intended to address depth of knowledge and is aimed toward integration of theoretical, research, methodological, and intervention modes of developmental counseling. The course provides a link between developmental theory and counseling practice. Prerequisite: 6130 or consent of instructor. [3]

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

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

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

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

HDC 7951. Internship in School Counseling I. [Formerly HDC 3870] [3]

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

HDC 7980. Internship in Clinical Mental Health Counseling. [Formerly HDC 3890] Required internship in the human development counseling program for students with a specialization in clinical mental health counseling. [3]
Leadership, Policy, and Organizations Courses

Doctor of Education Courses

Educational and Higher Education Leadership and Policy

EHL 8110. Advanced Leadership Theory and Behavior. [Formerly EHLP 3110] Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations, with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. Course intended for doctoral students. [3]

EHL 8120. Advanced Learning and Performance in Organizations. [Formerly EHLP 3120] Theories of learning with emphasis on adult learning and development and implications for instructional leaders in organizational settings including private sector organizations, colleges, universities, and schools. Intended for doctoral students. [3]

EHL 8130. Advanced Organizational Theory and Behavior. [Formerly EHLP 3130] Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, effectiveness) that modern complex organizations face. Intended for doctoral students. [3]

EHL 8140. Social Context of Educational Leadership and Policy. [Formerly EHLP 3140] Explores contemporary social, philosophical, and political dimensions of education and their relationship to leadership, including issues related to social class and culture, democracy and diversity, and equality and choice. [3]

EHL 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 bears 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 socio-economic inequality as a guiding theme. [3]

EHL 8810. Decision Analysis I—Logic of Systematic Inquiry. [Formerly EHL 3800] Focus on research methodologies, critical evaluation of reports, library research skills, and organizing an integrative review of existing theory and research. Class sessions and individual and group consultation. [3]

EHL 8820. Decision Analysis II—Qualitative Research. [Formerly EHLP 3820] Introduction to the assumptions, the procedures of data collection, and the criteria for judging the quality of qualitative research. Students will take the first steps toward preparing a qualitative research proposal. [3]

EHL 8830. Decision Analysis IV—Education Policy and Program Evaluation. [Formerly EHL 3830] This course is designed to: (1) introduce students to concepts and methods of program evaluation; (2) enable students to design, analyze, and interpret program evaluations, based upon appropriateness and rigor of the study’s theoretical framework, design methodology, and analysis; (3) build students’ understanding of the politics of program and policy evaluation, and its role in mediating the impact of evaluation on policy; and (4) improve students’ skills in oral and written analysis and presentation. [3]


EHL 9340. International/Comparative Issues in Education. [Formerly EHLP 3320] This course covers education outside the United States, including primary, secondary, and higher education. Depending on student demand, it can cover any country in any region. It is designed for those who intend to enter the field of education policy or administration and who need to be able to bring knowledge and experience with education in diverse global contexts to bear on issues of policy and practice. [3]

EHL 9992. Capstone Project Seminar. [Formerly EHLP 3900] The capstone project seminar is an opportunity for Ed.D. program participants to bring to bear analytic abilities, professional understandings, contextual knowledge, and teamwork skills they have accumulated throughout the entire program and apply these capacities to a focused management consulting group project undertaken for a client in the community. The initial seminar meeting will address the scope and associated work plan for each capstone project. Subsequent class meetings involve an interim report (data collection, data analysis, preliminary recommendations) and a final public presentation of the completed capstone report. [3]

Educational Leadership and Policy

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

ELP 8210. Resource Allocation and Deployment. [Formerly ELP 3210] This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. "Resource," in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation. [3]

ELP 8220. Educational Accountability and Student Assessment. [Formerly ELP 3220] The course provides students an in-depth understanding of teaching, large-scale assessment, and educational accountability. An understanding of test scores and standards for the development and use of educational and psychological tests will provide a foundation for examining and evaluating large-scale assessment practices today. Applied measurement and assessment issues are examined with regard to topics such as standards-based reform, annual yearly progress, identification of students at-risk, and program effectiveness. [3]

ELP 8230. Politics and Governance in Education. [Formerly ELP 3320] This course deals with a central question in political science and public policy--how can public institutions be redesigned to improve accountability? This question is examined with particular attention to governance and politics in public school systems. Specifically, students will examine three sets of issues: (1) What is the role of politics in allocating resources in public schools? (2) What are key political challenges in the governance of urban school systems? (3) What is the politics of school choice? [3]

ELP 8240. K-12 Education Law. [Formerly ELP 3240] Study of the general structure, theory, and background of the law as it applies to schools. Attention given to constitutional issues, negotiation problems, procedures, court decisions, and how to read a case. [3]

ELP 9330. Teachers and Teaching. [Formerly ELP 3330] Teachers and Teaching provides an initial grounding in what educational leaders should know about research on teaching, professional development
and induction, pre-service teacher education, and current related topics. The course is designed for LPO Ed.D. students and is organized around seminar discussion of current literature on teachers and teaching. [3]

**ELP 9500. Special Topics in Educational Leadership and Policy.** [Formerly ELP 3500] Explores special issues or topics related to educational leadership and policy. May be repeated with change of topic. [1-6]

**Higher Education Leadership and Policy**

**HLP 8150. The Academic Profession: Structure and Roles.** [Formerly HLP 3150] This course focuses on the structure of the American academic profession with particular attention concentrating on institutional and disciplinary differences among college and university faculty. The teaching and research role performance of college and university faculty as well as the various psychological, sociological, and organizational forces that shape the performance of these professional roles are also examined. Additional topics include the assessment of teaching and research activities of college and university faculty members. [3]

**HLP 8210. Advanced College and University Management.** [Formerly HLP 3210] The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. Intended for doctoral students. [3]

**HLP 8220. Public Policy and Higher Education.** [Formerly HLP 3220] Public Policy and Higher Education ensures students gain historical, conceptual, and practical perspectives on contemporary public policies for higher education in the United States. The course pursues this focus by examining the fluid political environment in which governments operate; the intersection of institutions, actors, and processes that results in public policies for higher education; and the outcomes of policies that are enacted. The course explores various conceptual and theoretical perspectives on the formation of higher-education policy and surveys contemporary policy challenges confronting states, higher-education systems, and campuses. [3]


**HLP 8240. The College Student: Advanced.** [Formerly HLP 3240] Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. Intended for doctoral students. [3]

**HLP 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.** [Formerly HLP 3310] Current issues in financing higher education, sources of revenue, and methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

**HLP 9500. Special Topics in Higher Education Leadership and Policy.** [Formerly HLP 3500] Explores special issues or topics related to higher education leadership and policy. May be repeated for credit with change of topic. [1-6]

**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 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, central limit theorem, confidence intervals, and hypothesis testing. 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. These tools engage with 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 defensively 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 will 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, and 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. Campus Convening I builds on first-year course work 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 course work. [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. This 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 review and critical engagement, their proposal for the organization, and how the proposal will be evaluated should the organization choose to implement it. Prerequisite: 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. course work, 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 course work and their own independent research to identify a viable intervention or approach aligned with the organization’s needs. [3]

Other Departmental Courses

Education Policy

EDP 6110. The Politics of Policymaking. [Formerly EDP 3110] This course is an introduction to education politics and their influence on education policy, primarily at the K-12 level. The course examines: the structure of policy institutions and how those structures matter for the education policy process; models or frameworks for understanding the formation, adoption and implementation of education policy; the application of those frameworks to policy activity at the local, state, and national levels; understanding shifts in how education policy decision-making has been distributed throughout the policy system over time; and the current state of the education governance system and how that system both facilitates and buffers against policy change. [3]

EDP 6120. Education Policy and School Reform. [Formerly EDP 3120] This course is designed to (1) increase students’ familiarity with and understanding of select key issues in current school reform policy debate; (2) enable students to systematically evaluate research on both sides of debates about particular types of school reform policies; (3) increase students’ ability to access and properly use research on school reform to inform analysis, evaluation, decision-making, and implementation; and (4) improve students’ skills in oral and written analysis and presentation. [3]
This course is designed as a broad introduction to the field of public and non-profit leadership. It considers the ways in which educators, reformers, policy makers, 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 education and policy. Students will have the opportunity to develop skills as critical consumers of empirical research and to apply these skills to the analysis of education and policy research and 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]

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. [Formerly HEA 3100] The purpose of this course is to prepare students to understand how colleges and universities are organized, governed, and managed. Particular attention will be paid to the utility of the literature for the management of higher education institutions. Students will have the opportunity to expand their understanding of the complex environment in which administrators operate. [3]


HEA 6030. Post Secondary Access. [Formerly HEA 3150 and HEA 6300] This seminar will explore how demographic change, public policy, and law promote and/or impede accessibility to U.S. higher education. Students will be exposed to a variety of literature that is both multidisciplinary and multilevel in regard to governance (institutional, local, state, and federal policies). Since the primary theme of the seminar is access to postsecondary institutions, course materials will focus on systems historically and currently underrepresented in U.S. higher education. These include students who are low income, race and ethnic minorities, and/or immigrant students. In addition, the course will explore the effects of educational intervention programs designed to increase college access as well as the role of state and federal legislation on higher education access rates. Upon completion of the seminar, students will have learned relevant policy analysis skills that include synthesis of research, clear and concise presentation of relevant facts to stakeholders, and strategies for making responsible policy recommendations. [3]

HEA 6040. State and Federal Government and Higher Education. [Formerly HEA 3152 and HEA 7250] This course is a seminar for advanced graduate students which focuses on the intersection of institutions, actors, and processes that result in the formation of public policy for higher education at both the state and federal levels of American government. It pursues this focus by examining the fluid political environment in which government operates, the fundamental conflicts governments act to mediate, the governmental process by which policies are formulated, and the outcomes of policies that are enacted. The course emphasizes both the varied theoretical perspectives on the formation of higher education policy and the numerous contemporary policy challenges confronting campus and state officials. [3]

HEA 6100. The Practice of Enrollment Management. [Formerly HEA 3131] This course deals with the understanding of the contexts in which enrollment management is practiced in American colleges and universities. The study of this area of higher education management is used to better understand each of the constituent parts of higher education admissions, financial aid and access. The course also places the field of enrollment management in broader context in order to better understand what it means to combine the once disparate elements of recruitment, admission, and student success into a single organizational structure. [3]

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

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

HEA 6210. Law and Higher Education. [Formerly HEA 3420] Explores the constantly growing relationship between basic law and higher education.
Seeks to acquaint the student with benchmark laws and court decisions and the resulting implications for higher education. [3]

HEA 6310. College and University Finance. [Formerly HEA 3151] Current issues in financing higher education, sources of revenue, and methods of justifying requests for funds. Includes budgeting procedures, allocation systems, budget controls, and the relation of planning to budgeting. Course is for the generalist faculty member or general administrator, not for fiscal specialists. [3]

HEA 6500. Practice of Student Affairs. [Formerly HEA 3120] Explores the history, philosophy, objectives, and organization of student personnel services with reference to orientation, residential and off-campus living, health services, guidance and counseling, student activities, foreign student advising, religious affairs, etc. [3]

HEA 6510. The College Student. [Formerly HEA 3121] Study of the college student in contemporary society with focus on characteristics of students admitted and retained, impact of the college on the student, student values, and peer group influence. [3]

HEA 6520. Theories of Student Affairs. [Formerly HEA 3122] Students will explore various theories of college student development and will discuss their strengths and limitations. Through the course, participants will develop an understanding and the ability to apply these theories as practicing student affairs professionals. Course activities include discussion, classroom presentations, group activities, and lecture. [3]

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

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

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

Independent School Leadership

ISL 6110. Leadership and Learning in Independent Schools. [Formerly ISL 3110] As the first theme covered in the independent school leadership master’s program, the set of topics covered in Leadership and Learning in Independent Schools provides students with a solid foundation in key leadership and learning domains. The theme has been structured to help students more deeply understand the pathways and processes for school improvement and student development, and will provide grounding in what educational leaders should know about defining and measuring effective teaching and effective staffing and human capital strategies. [3.5]

ISL 6120. Admissions and Financial Aid in Independent Schools. [Formerly ISL 3120] In theme 2 of the independent school leadership master’s program, students will learn the context and the application of policies designed to shape the incoming class for an institution and influence which students eventually decide to attend. The 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. [Formerly ISL 3130] 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. [Formerly ISL 3140] In order to thrive in today’s competitive educational market, independent school leaders must possess the capacity to harness institutional advancement activities to shape the course of their school’s trajectory. This course explores a set of strategic marketing, community relations and fundraising skills integral to effective independent school leadership. [2]

ISL 6150. Systematic Inquiry in Independent Schools. [Formerly ISL 3150] Systematic research is central to improving the effectiveness of organizations and informing key decisions. The purpose of this course is to prepare educational leaders to use key concepts and methods of educational research to carry out strategic data-driven inquiry for institutional improvement and effective decision-making, as well as employ qualitative research methods and strategies. Students will learn methods for researching institutional processes, as well as mechanisms for conducting data-based inquiries. As a key element of our Masters in Independent School Leadership program is the inclusion of a school year that will provide an opportunity for students to test out and practice with the content delivered in the summer sessions in the form of a set of targeted yet 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. [Formerly ISL 3160] The ISL master’s program is structured with two intensive six-week summer sessions focused on course work, and one academic year emphasizing school-based action research. During the fall and spring semesters, program leaders, participants and work groups will remain engaged using our online platform to participate in synchronous and archived meetings, discussion forums and work product updates. This course will take place during the school year, with participants situated in their home institutes, and is structured to build student proficiency by completing exercises aligned with the modules of content delivered during the summer sessions. In this way, program participants will not only receive feedback on their thinking and writing, but on their practice work done and work projects completed at their school site. [3]

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

ISL 7210. Historical, Fiscal, and Legal Dimensions of Independent School Leadership. [Formerly ISL 3210] The set of topics covered provide students with a solid foundation in key leadership domains. The theme has been structured to help students more deeply understand the historical roots of independent schools and school leadership, with a close look at key legal issues that have shaped the independent school landscape, and emergent financial models that will impact schools going forward. [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 preform at their very best. In this course, we will focus on several cultural and extra-curricular facets of school operation and explore leadership implications of this work within the context of independent schools. [1.5]

ISL 7240. Innovations 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 socio-economic
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. [Formerly IEPM 3120] 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 developments in the region. May be repeated for credit. Approval by the IEPM faculty required. [3]

IEPM 6120. International K-12 Education Policy. [Formerly IEPM 3120] 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. [Formerly IEPM 3130] Examines higher education from an international comparative perspective. The intent of the course is to provide students the framework for examining and evaluating contemporary higher education issues comparatively. [3]

IEPM 6140. Education Policy and Global Human Development. [Formerly IEPM 3140] 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 of 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. [Formerly IEPM 3200] This course focuses on an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. Students will examine perspectives from educational researchers, policy makers and practitioners on the major issues, concerns and prospects regarding educational developments in the region. [3]

IEPM 7500. Special Topics in International Education Policy and Management. [Formerly IEPM 3500] Explores special issues or topics related to international education policy and management. May be repeated with change of topic. [1-6]

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

IEPM 7960. Readings and Research in International Education Policy and Management. [Formerly IEPM 3710] Semi-independent readings and research on selected topics in international education policy and management. May be repeated for credit. Consent of instructor required. [1-3]

IEPM 7970. 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. [Formerly LOP 3100] Introduction to the nature of organizational leadership. Focus on the behavior of individuals and small groups in organizations, with special attention to the role of formal and informal leaders. A major goal of the course is to enable students to reflect on themselves as leaders in conjunction with findings from research, theory, and experience. [3]

LOP 6110. Organizational Theory and Behavior. [Formerly LOP 3110] Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, effectiveness) that modern complex organizations face. [3]

LOP 6120. Learning Organizations. [Formerly LOP 3120] Examines the interacting elements of learning organizations, such as horizontal structure, employee empowerment, information sharing, emergent strategy, and strong culture. Explores the characteristics of organizations with long-term success. [3]

LOP 6130. Strategy and Analytics I. [Formerly LOP 3130] This interdisciplinary skill development course designed to introduce students to the critical accounting, financial, strategic and analytical tools (including Excel) needed to understand how organizations work and to evaluate how well they are performing. It is structured as a hands-on course and students will use start-up organizations and strategies (for-profit, not-for-profit, and public sector) as a microcosm in which to explore the analytics of effective organizational performance. [3]

LOP 6140. Strategy and Analytics II. [Formerly LOP 3140] This intermediate level course uses a hands-on approach to study how accounting, financial and analytical tools can be used to enhance the performance of for-profits, not-for-profits, and the public sector. Students will improve their ability to: evaluate quantitative results, identify performance improvement strategies, develop charts and presentations to communicate organizational performance, and make effective decisions. Prerequisite: LOP 6130. [3]

LOP 6150. Evaluation of Organizational Performance. [Formerly LOP 3150] Study of the theory and practice of program evaluation as it is applied to various program or process initiatives in an organizational setting. Special attention to integration of evaluation and performance, evaluation strategies including balanced scorecards, measuring key results and indicators, assessing returns on expectations and investment, and crafting the role of evaluation in providing evidence to secure, create, and implement any process or change initiative that adds value to the organization’s performance. Prerequisite: LOP 6130 and 6140 [3]

LOP 6200. Learning and Performance in Organizations. [Formerly LOP 3200] Theories of learning with emphasis on adult learning and development and implications for instructional leaders in organizational settings including private sector organizations, colleges, universities, and schools. [3]


LOP 6220. Consultation Skills. [Formerly LOP 3220] A skills-oriented course with focus on consultation skills for HRD practitioners (internal and external). Skills covered: entry, process observation, problem diagnosis, contracting, selected implementation issues (role conflict, role negotiation, training vs. non-training solutions), and evaluation. [3]
LOP 6230. Organizational Development. [Formerly LOP 3230] The study of broad change in organizations as it relates to the human resource development practitioner. Course focus is on the diagnosis, solution, and monitoring of system-wide change issues in organizations. [3]

LOP 6240. Leading and Facilitating Groups. [Formerly LOP 3240] Focus on how organization leaders guide, influence, coach, advise, support, teach and lead groups. Topics include observation and diagnosis of group dynamics and group processes, and design and implementation of group process interventions, including strategic processes, data reduction, action planning, process reviews, learning and development, decision-making, brainstorming, teams, and structured meetings. [3]

LOP 6250. Strategic Human Resources Planning and Business Processes. [Formerly LOP 3250] Theory and research in human resource planning. Topics include analyzing the organization’s human resource needs under changing conditions and planning activities that will enable the organization to adapt to its environment [3]

LOP 6260. Executive Coaching. [Formerly LOP 3260] This course provides an understanding of the main roles, applications, and specializations of executive coaching. It includes a variety of behavioral theories and explores their implications for appropriate assessment techniques, goal-setting activities, well-designed interventions, and feedback processes. Students develop the tools necessary to develop an effective executive coaching process. [3]

LOP 6270. Leading Globally Diverse Organizations. [Formerly LOP 3270] The goal of this course is to enable students to improve an organization’s ability to work effectively across potential barriers imposed by culture, race, gender, and other dimensions of diversity. Students will explore the political, financial, and organization-specific issues with a focus on developing strategies to enhance inclusivity. [3]

LOP 6280. Organizational and Corporate Communication. [Formerly LOP 3280] This course examines the ways in which communication/public relations theories and principles are applied to specific organizational situations. For those planning a career in public relations, this course will serve as an introduction and foundation. For those interested in leadership positions, the theories, tools, and processes are integral to broad organizational success. [3]

LOP 6290. Talent Management. [Formerly LOP 3290] This course examines the processes an organization uses to attract, retain, motivate, and develop the best people for their jobs. Students will study organizational recruitment, employer value proposition, retention, engagement, identification and development of high potential employees, succession planning, and employee development from the perspective of the organization’s leaders and talent management professionals. Prerequisite: LOP 3100, 3110, 3120, 3130, 3140, and 3150. [3]

LOP 6310. Strategic Workforce Planning. [Formerly LOP 3310] This intermediate-to-advanced level course studies the disconnects between the current, reactive workforce planning and need for a proactive strategy that uses analytics to link workforce planning to an organization’s strategy for the future. This course will use a combination of case studies, problem-based learning, and hands-on work with HR software to give students opportunities to apply the concepts too real-world, real-time situations. [3]

LOP 7100. Leadership in the Professions. [Formerly LOP 3300] Professions are distinct from ordinary occupations in that professional work involves the application of unique abstract knowledge as part of practice and doing so with integrity and a commitment to particular values that transcend any particular job or organization. Leadership in such contexts must go beyond generic leadership theories that focus solely on individual or organizational performance to include theories that incorporate broader commitments to public, professional, and social values. In this course, leadership will be explored as supporting the dual roles of professionals as autonomous knowledge workers and as stewards of broader social values. [3]

LOP 7500. Special Topics in Leadership and Organizational Performance. [Formerly LOP 3500] Explores special issues or topics related to education. May be repeated with change of topic. [1-6]

LOP 7960. Readings and Research in Leadership and Organizational Performance. [Formerly LOP 3710] Semi-independent readings and research on selected topics in leadership and organizational performance. May be repeated for credit. Consent of instructor required. [1-3]

LOP 7980. Internship in Leadership and Organizational Performance. [Formerly LOP 3720] This is a supervised on-site experience. Students serve in positions that will use competencies in analysis, human resource management or development, organizational change or development, instructional design, assessment, evaluation, diversity, or other skills and knowledge as necessary. [1-3]

LOP 7990. Applied Experience. [Formerly LOP 3740] The applied experience in the leadership and organizational performance program challenges students to integrate knowledge acquired through course work, 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. [2]

Leadership, Policy, and Organizations

LPO 7200. Grants, Policy, and Administration. [Formerly LPO 3200] Grants from government and private sources provide crucial funding to universities, K-12 schools, hospitals, law enforcement agencies, social service agencies, and nonprofit 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 interdisciplinary lenses in evaluating the impact of education law on students and educators of color, women and girls, LGBTQ individuals, and people with disabilities, using socio-economic 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. [Formerly LPO 3800] This course is the first in a two-course sequence designed as an
introduction to and application of applied statistics in public policy. The course will provide students with a basic understanding of statistical concepts, including common statistical techniques and applications and proper interpretation and analysis. This foundation not only provides the basis for the second course, but it also equips students to conduct the types of public policy and data analyses that are typical in education and public policy jobs. [3]

LPO 7870. Research Design and Data Analysis II. [Formerly LPO 3810] This course is an applied statistics course in public policy. Students will learn to mine and tame datasets to address research questions. Our concern will be with the application of certain statistical techniques, not their mathematical derivation or theoretical underpinnings. We will break the class into subsections where we will begin with a set of research questions regarding K-12 education policy, higher education or other topic. Students will use datasets to analyze and understand the research question. [3]

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

Psychology and Human Development Courses

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

PSY-PC 6010. Applied Child Studies. [Formerly PSY-PC 3600] Survey of theories and research advances in child development from birth through adolescence. Emphasis on application of developmental science and knowledge to practical situations (e.g., parenting, teaching and learning, youth development programs, divorce, childcare and preschool programs, children in hospitals). [3]

PSY-PC 6020. Advanced Applied Child Studies. [Formerly PSY-PC 3610] This advanced seminar offers students the opportunity to develop a greater understanding of the role of the academic community in the promotion of positive youth and family development. Drawing on relevant theory, research, and applications, students learn how community agencies and academic scholars integrate science and practice in service delivery, program innovation, and policy making. [3]

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

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

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

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

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

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

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

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

PSY-PC 7040. Psychological Foundations of Education. [Formerly PSY-GS 334] (Also listed as Education 6010) Psychological theories and research as related to the design and practice of education. Specific consideration of the developmental bases of teaching, learning, and student performance (early childhood through adult); individual differences in education with particular reference to socio-economic 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 everyday 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 arts for theraeutic purposes; spirituality and its impact on the child and family's health care experience; the child who is dying; pediatric palliative and hospice care; an introduction to the field of child life; and an introduction to the field of pediatric/family advanced practice nursing. [3]

PSY-PC 7500. Special Topics: Psychology and Human Development. [Formerly PSY-PC 3590] May be repeated with change of topic. [1-3]


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 course work 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 7950. Child Studies Practicum: Applied Professional. [Formerly PSY-PC 3900] Supervised on-site experience in a professional role. Course builds on students' core knowledge of children and their development through the integration of theory, research, and practice. Applied work is grounded in evidence-based best practices development 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 and Developmental. [Formerly PSY-PC 3900] A two-year, mentored research experience, designed to prepare students for eventual enrollment in doctoral programs (e.g., Ph.D., Psy.D., Ed.D) in clinical, counseling, developmental, cognitive). Students are matched with a research mentor, according to their professional goals and clinical and research interests, and placed in the corresponding lab for the duration of their 36-hour master's program. Students work alongside principal investigators, professors and researchers, and doctoral students, gaining experience in the work of the lab and furthering their own research interests and agenda in preparation for later doctoral study. Lab opportunities may include conference presentations, authorship on manuscripts or other publications, experience with grant writing, and involvement in clinical, assessment, and intervention experiences, depending on the specifics of the lab. 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. [Formerly PSY-PC 3980] May be repeated for credit. [1-3]

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

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

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

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. [Formerly SPED 3000] Presents an overview of people who are labeled “exceptional” and the implications for education related to them. Examines the disabilities that people have and services, systems, and concepts associated with them. Includes legal, sociological, educational, political, general system theory perspectives and psychological perspectives. State and federal law relating to education from infancy to adulthood will be related to intervention, ethics, and issues. Discuss trends and issues related to the areas of exceptionality, and relate these to previous trends, issues, and attitudes. [3]

SPED 7100. Cultural Diversity in American Education. [Formerly SPED 3060] Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. [3] FALL.

SPED 7120. High Poverty Youth: Improving Outcomes. [Formerly SPED 3080] (Also listed as HOD 6400) Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings twice weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]
AD/HD is an ongoing process that requires experience, persistence, and collaboration. 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. Instruction and Learning in Early Childhood Special Education. [Formerly SPED 3410] Provides information typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes recommended practices related to assessment and instruction for early childhood classes. Discusses typical and atypical development, assessment to identify goals and outcomes, and strategies for promoting development. [3]

SPED 7450. Screening and Assessment in Early Childhood Special Education. [Formerly SPED 3410] Provides information typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other professionals. [3]

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

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

SPED 7600. Recommended Practices in Early Elementary Grades for Children with Disabilities. [Formerly SPED 3420] Provides information on typical and atypical development of early elementary children with disabilities. Includes discussions of the general education curriculum (literacy, mathematics, social studies, and science) and recommended practices in adapting that curriculum for children with disabilities. [3]

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

SPED 7800. Speech and Language for Exceptional Learners. [Formerly SPED 3600] Provides information on communication assessment and, intervention procedures useful for teachers of young children including children with disabilities and children at risk due to poverty. Includes an overview of normal and typical language development and research on effective naturalistic communication interventions. [3]

SPED 7951. Instruction and Learning in Early Childhood Special Education. [Formerly SPED 3120] Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: Consent of instructor. [4]

SPED 7953. Advanced Field Work in Early Childhood Special Education. [Formerly SPED 3130] The second practicum for graduate and professional students with a major or minor in any area of exceptionality, with opportunity for supervised participation in community special education programs. Prerequisite: Consent of instructor. [1-3]

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

SPED 7970. Teaching Reading to Students with Disabilities in Early Childhood. Provides 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]
This course focuses on advanced methods of assessment and instruction 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 assessment, literature and informational text, language development, writing, speaking, and listening. The second component focuses on skills needed for collaborating with other school personnel and preparing students to transition to high school. [3]

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

SPEDH 7600. Advanced Procedures in Classroom Management and Social Skills Instruction for Students with Mild/Moderate Disabilities. [Formerly SPED 3860] Focuses on current teaching practices in the field, with an emphasis on examination of research bases of effective teaching with students with behavior problems. Covers procedures for serving learners with behavior problems who are served by consultant, resource, and self-contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices, and to apply the knowledge to classroom situations for students with behavior problems. [3]

SPEDH 7610. Intensive Interventions for Students with Severe and Persistent Academic Difficulties. Students with disabilities who have severe and persistent academic and behavior difficulties require 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 that many of these students have co-occurring academic and behavior support needs, the primary purpose of this course is to teach candidates how to provide intensive behavioral supports in the context of academic instruction in educational settings. Course content includes methods of conducting functional behavior assessments and function-based interventions and implementation of data-based individualization (DBI) to appropriately individualize supports for these students. [3]

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

SPEDH 7810. Research Methods in Special Education. [Formerly SPED 3230] The primary purpose of this course is for students to become discriminating consumers of educational research. By completing this course, students should be able to read and understand the nature and quality of the designs described in many research articles. They should be able to think critically about such work and determine whether the
that will help them thrive in the classroom and beyond the school day. Particular emphasis will be placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming will be addressed. Corequisite: SPEDS 7100 and 7954 [3]

SPEDS 7300. Advanced Procedures for Transition to Adult Life. [Formerly SPED 3360] Graduate-level overview of history, legislation, philosophy, and practice in the areas of secondary transition and postsecondary outcomes for persons with disabilities. Emphasis on issues and strategies related to promoting a successful transition from school to adult life. Students are required to evaluate high school students' performance and develop instructional programs to apply in school or work training sessions. Corequisite: SPEDS 7700 and 7954. [2]

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

SPEDS 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, and monitoring 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 Intellectual and Multiple Disabilities. [Formerly SPED 3330] This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with intellectual and multiple disabilities in educational settings. Corequisite: SPEDS 7954 and SPEDS 7300 [3]

SPEDS 7710. Seminar: Current Issues in Autism and Severe Disabilities. [Formerly SPED 3370] This course addresses critical issues, policies, and research relevant to the education of students with intellectual disabilities, autism, and multiple disabilities. Emphasis will be placed on recent advances in best practices and evidence-based interventions. This semester, the course will focus on policies and practices that promote flourishing and meaningful inclusion among children, youth, and young adults with significant disabilities. [3]

SPEDS 7951. Field Work in Multiple and Severe Disabilities. [Formerly SPED 3120] Observation, participation, and classroom teaching for graduate and professional students with a major or minor in any of the areas of exceptionality. Prerequisite: Consent of instructor. [1-3]

SPEDS 7953. Advanced Field Work Multiple and Severe Disabilities. [Formerly SPED 3130] The second practicum for graduate and professional students with a major or minor in any area of exceptionality, with opportunity for supervised participation in community special education programs. Prerequisite: Consent of instructor. [3]

SPEDS 7954. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities. [Formerly SPED 3311] Graduate student observation and participation in school programs for students with severe exceptionalities and/or autism. Graduate students will complete activities in the field placement tied to course work. This course may be repeated. Prerequisite: SPEDS 7700. Fall corequisite: SPEDS 7700 and SPEDS 7300. Spring corequisite: SPEDS 7100 and 7250. [2]

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

SPEDS 7991. Extended Student Teaching for Graduate Students. [Formerly SPED 3140] Graduate student teaching, observation, participation, and full-day classroom teaching. Designed for graduate students with no previous undergraduate student teaching experience. Prerequisite:
Visual Disabilities

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

SPEDV 7510. Medical and Educational Implications of Visual Impairments. [Formerly SPED 3500] Assessment of sensory function, including integration of information from medical and rehabilitation vision care specialists, as basis for planning, implementing, and monitoring intervention/education for learners with visual impairments, with emphasis on specific visual disorders, functional use of senses, assistive technology for enhancing visual function (i.e., optical and nonoptical devices), and family/child characteristics. Linking structure/function of visual system to most prevalent visual conditions, identifying implications of conditions for development and learning, and identifying appropriate accommodations for optimizing visual function. Roles of teachers of students with visual impairments; medical, educational, and rehabilitation professionals; families; and other team members in optimizing outcomes for students with visual impairments. Content provided through lectures, demonstrations, observations, laboratory dissections, and integrated fieldwork. [3]

SPEDV 7520. Educational Procedures for Students with Visual Impairments. [Formerly SPED 3510] Introduction to the literature, history, principles, programs, practices, and problems in the field of visual impairment/blindness. Role of teacher of students with visual impairments in providing access to the general core curriculum, providing instruction in the expanded core curriculum for students with visual impairments, and introduction to assistive technology. Using assessment and data driven decision making to guide intervention planning, implementation, and progress monitoring. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7525. Braille Reading and Writing. [Formerly SPED 3530] Topics include proficiency in Nemeth code for mathematics, Braille writing and reading to produce braille for 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. [Formerly SPED 3530] Topics include proficiency in Nemeth code for Braille mathematics; introduction to Braille computer, music, and foreign language codes for future teachers of students with visual impairments. Introduction to strategies for teaching mathematics to students who use Braille. Students read, write, and proofread advanced Braille codes; observe teachers as they teach advanced Braille codes to students with visual impairments; and acquire technology skills required to teach and produce Braille to students with visual impairments. Prerequisite: SPEDV 3335 or permission of the instructor. [2]

SPEDV 7540. Communication and Literacy Skills for Students with Visual Impairments. [Formerly SPED 3540] Promoting teaching communication and literacy skills, including use of assistive technology for communication and literacy (augmentative communication devices, computer-assisted instruction, keyboarding skills, non-optical devices for enhancing reading and writing, etc.) for students with visual impairments, including those with multiple disabilities. Special emphasis on learning media assessments; assessment of communication and literacy skills for intervention planning, implementation, and program monitoring; accessibility and production of appropriate learning media. Open only to individuals who have completed or are currently enrolled in a Braille class. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Consent of instructor required. [3]

SPEDV 7550. Orientation and Mobility for Teachers of Students with Visual Impairments. [Formerly SPED 3550] Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7560. Characteristics and Instruction for Students with Multiple Disabilities, Including Deaf-blindness. 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 deaf-blindness. 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 deaf-blindness. [3]

SPEDV 7570. Advanced Procedures for Students with Visual Impairments. [Formerly SPED 3580] Advanced strategies for providing access to the general core curriculum and providing instruction in the expanded core curriculum for students with visual impairments, early intervention, and family-centered practices, with particular emphasis on assistive technology/technology and universal design for learning. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 7591. Extended Student Teaching for Graduate Students. [Formerly SPED 3960] Individual programs of reading or research in visual impairment. May be repeated. Consent of instructor required. [1-3]

SPED 8000-level graduate courses

Teaching and Learning Courses

Education

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

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

EDUC 6030. Learning and Instruction. [Formerly EDUC 3120] Introduces theories of learning and explores their utility for the design of learning
environments. Contrasts socio-cultural and cognitive approaches toward concepts and categories, problem solving, and model-based reasoning. For master’s degree students with a major in learning and instruction.[3]

EDUC 6040. Analysis of Teaching. [Formerly EDUC 3170] Use of objective and unobtrusive evaluation procedures and methodologies in a variety of educational settings. Emphasis on theoretical base for qualitative and quantitative evaluation and methodologies. Experience given in collecting, processing, summarizing, and reporting data. [3]

EDUC 6050. Parents, the School, and the Community. [Formerly EDUC 3220] Focuses on parent participation, parent education, and community involvement in school programs. Laboratory experiences in school settings will examine ecological influences and environmental transactions among the home, school, and community. [3]

EDUC 6060. Cultural Diversity in American Education. [Formerly EDUC 3060] (Also listed as SPED 6200) Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. [3] FALL.

EDUC 6070. Foundations of Education. [Formerly EDUC 3500] An introduction to schools, classrooms, teaching, and the nature of students and learning. Intended for master’s degree students who are in the early stages of preparing for licensure as early childhood, elementary, or secondary school teachers. [3]

EDUC 6080. Designing for Contexts. [Formerly EDUC 3620] Examines how contextually responsive curricula shape learning in schools and other learning environments. Participants explore research, practices and models of responsive curricula design that include design of authentic tasks and assessments. [3]

EDUC 6100. Development in Context: the Effects of Poverty. [Formerly EDUC 3720] This graduate class is to acquaint students with the strong evidence that poverty experienced in childhood in the United States has consequences on development, health, and well-being both immediately and long term into adulthood. The course will focus on the outcomes as well as understanding the process by which poverty exerts its effects. [3]

EDUC 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, socio-economic 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 master’s 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. Corequisite: EDUC 6210, EDUC 6220, and MTED 6250 [1]

EDUC 6200. Classroom Organization and Management. [Formerly EDUC 3270] This course is designed to provide students a broad overview of classroom management including its theoretical base, application in practice, and implications for student outcomes. Students will read and reflect on a variety of theories and practices of classroom management, examine how their understanding of students affects their management, and use their placement experiences to practice and learn strategies to facilitate whole class activities, and manage individuals and groups of students. [1]

EDUC 6210. Theory and Practice of Literacy Education in Elementary Grades. [Formerly EDUC 3416] Introduces curricular methods of teaching reading and language arts in elementary grades with emphasis on a theoretical and research base for classroom practice. Intended for master’s degree candidates seeking initial licensure in elementary education. Corequisite: EDUC 6211 and SSED 6250. [2]

EDUC 6211. Advanced Practicum: Literacy and Social Studies. [Formerly EDUC 3280] 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) and SSED 6250 (Advanced Teaching of Social Studies in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of reading, language arts, and social studies. Students will spend four hours a week in a field-based classroom setting in literacy and social studies, distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

EDUC 6220. Theory and Practice of Writing in Elementary School. [Formerly EDUC 3417] This course provides in-depth study of theory and practice in writing and its relation to the other language arts (reading, speaking, listening, and visual representation [including electronic media]) and related arts (e.g., drama, art). Special emphasis is given to writing development and the teaching of writing in the elementary years. [2]

EDUC 6230. Teaching Literacy for Diverse Learners. [Formerly EDUC 3418] Preparation for understanding literacy problems that learners may be experiencing and 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 test factors are discussed. Focus on methodologies for accommodating students with diverse learning needs in regular classrooms and special settings, with opportunities to use informal assessment tools to collect and analyze data to inform instruction. Provides teaching experience within a school setting. [2]

EDUC 6251. Advanced Practicum: Mathematics and Science. [Formerly EDUC 3280] This course is intended for master’s degree students seeking certification in elementary education K-6. This practicum experience, taken concurrently with MTED 6250 (Advanced Teaching of Mathematics in Elementary Schools) and SSED 6250 (Advanced Teaching of Science in Elementary Schools) is designed to provide practical experience in the observation, planning, teaching, and reflection of teaching of mathematics and science in the elementary school. Students will spend four hours a week in a field-based classroom setting in mathematics and science distributed across two to three days. A total of 40 contact hours during the semester is required. [1]

EDUC 6300. Advanced Social and Philosophical Aspects of Education. [Formerly EDUC 3050] Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

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

EDUC 6320. Practicum in Music Education. [Formerly EDUC 3360/2360] Observation, participation, and supervised music teaching in a variety of school, grade level, and instructional music settings, designed to integrate and apply musical knowledge and teaching skills developed within the undergraduate degree program. Bi-weekly seminar included. [1]

EDUC 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. [Formerly EDUC 3390] Survey of theories and approaches to developing reading and writing in school-based settings. In-depth development of theory and research related to literacy development, with an emphasis on reading/writing processes and instruction. [3]

EDUC 6410. Literacy Assessment and Professional Development. [Formerly EDUC 3370] Study of literacy assessment research and practices, multiple opportunities for collecting and analyzing data using multiple assessment tools, and methods for implementing diagnostic findings in PreK-12 settings, emphasizing corrective instruction. Attention is given to professional development of teachers and para-professionals in areas of literacy development and methods for communicating the use of assessment information to guide instructional decisions. [3]

EDUC 6420. Literacy for Diverse and Special Needs Learners. [Formerly EDUC 3420] Emphasis on theories, research, philosophies, principles, and procedures associated with approaches to literacy instruction for students experiencing problems with literacy development. Analysis of multiple factors and handicapping conditions contributing to literacy difficulties and how these affect diagnostic and instructional outcomes. Focus on methodologies for accommodating literacy problems in regular classrooms and special settings, and communicating with professionals, parents, and para-professionals. [3]

EDUC 6421. Diverse and Special Needs Learner Practicum. [Formerly EDUC 3430] Students plan and conduct literacy instruction for students with serious reading/writing difficulties. Emphasis on analysis of multiple forms of data and instructional decisions and communication of these analyses with teachers, families, and para-professionals; implications for professional development are derived and communicated. [1-3]

EDUC 6430. Issues and Trends in Literacy Instruction. [Formerly EDUC 3440] A survey of issues and trends in literacy, including topics such as reading in a pluralistic society, early reading, intervention strategies, appraisal, and measurement. [3]

EDUC 6450. Learning to Write: Theory and Research. [Formerly EDUC 3460] Provides an 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. [Formerly EDUC 3470] This class examines environmental factors that affect language and literacy development with special attention to the impact of cultural and linguistic diversity on development. The course surveys development from birth through early adolescence and examines promising interventions that foster acquisition of language competencies that are associated with literacy. The interventions examined are selected by students with guidance from the professor. Readings are primary source articles and chapters; discussions address research methodology, theoretical implications, and practical applications. [3]

EDUC 6510. Principles of English Language Learner Education. [Formerly EDUC 3520] This course, specifically designed for non-ELL majors, examines theoretically and empirically supported practices to support the education of students from culturally and linguistically diverse backgrounds in grades PreK-12. Topics include the role of second language acquisition in academic achievement, instructional strategies used in a variety of program settings, appropriate assessment of ELLs in the classroom, the importance of ELLs home language and culture, and ESL research and history relating to policies and programs affecting ELLs. Consideration of how to attain more equitable outcomes for ELLs through schooling is a major focus of this course. [3]

EDUC 6520. Foundations for English Language Learner Education. [Formerly EDUC 3530] This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. Corequisite: 1 hour EDUC 6521. [3]

EDUC 6521. Practicum for English Language Learner Education. [Formerly EDUC 3571] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students’ native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Corequisite with EDUC 6520. [1]

EDUC 6530. Educational Linguistics and Second Language Acquisition. [Formerly EDUC 3550] This course focuses on the applying of theories of linguistics and second language acquisition to the teaching of English language learners. Topics covered include the structure of the English language, English as a system, language acquisition and development, language variation, and theories of second language acquisition. [3]

EDUC 6540. Methods and Materials for English Language Learner Education. [Formerly EDUC 3540] This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (PreK-K-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. [Formerly EDUC 3572] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students’ native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Corequisite with EDUC 6540. [1]

EDUC 6550. Assessment of English Language Learner Students. [Formerly EDUC 3560] This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. Corequisite: 1 hour EDUC 6551. [3]

EDUC 6551. Practicum for English Language Learner Education III. [Formerly EDUC 3573] The purpose of this course is to help students develop necessary dispositions, knowledge, and skills for teaching English language learners through situated learning experiences. Students will participate in a field-based practicum working with students who are English language learners. Their experience will include use of either students’ native languages and/or ESL instructional components. Identification of factors that facilitate and/or impede ELL student learning within specific contexts is a required outcome of the practicum. Students involved in the practicum will meet with a university faculty member on a bi-weekly basis to assess their progress in the field. Corequisite 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.

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

EDUC 6570. Teaching Second Language Literacy. [Formerly EDUC 3580] The focus of the class will be to identify the differences between first and second language literacy, as well as how to plan instruction, how to recognize and make use of different types of curriculum, how to identify the various components of literacy, and how to teach these effectively to second language learners. Specific instructional approaches designed for second language learners will also be presented. [3]

EDUC 6580. Issues in English Language Learner Education Research: Research, Policy, and Instruction. [Formerly EDUC 3590] This course 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 works by leading theorists and researchers. Policy focuses on citizen-sponsored ballot initiatives that directly impact ELLs, influential works by leading theorists and researchers.

EDUC 6590. Language Variation and Socialization. This course provides a socio-cultural 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 sociopolitical 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 corequisite: EDUC 6530: Educational Linguistics/Second Language Acquisition.

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

EDUC 6620. Learning, Diversity, and Urban Studies, Seminar II. [Formerly EDUC 3640] The Learning, Diversity, and Urban Studies Seminar II is a continuation of Seminar I and is designed to deepen students’ knowledge related to learning, diversity, and urban studies. Students in the LDUS program have been exposed to a range of important matters related to learning, diversity and urban studies, and the goals of this second seminar are to assist students in expanding their knowledge and understanding related to some of the micro- and macro-level structures and systems that shape urban and highly diverse contexts. The seminar will expose students to the interplay between and among discourses related to policy, geography/social context, reform, and “achievement.” While Seminar I was designed to assist students in understanding some broad, yet essential and fundamental, issues and perspectives related to diversity and urban studies, Seminar II is designed to help students deepen their knowledge and situate and position themselves in ways that will allow them to reenter educational institutions and systems prepared to participate and transform them based on what they have come to know. [3]

EDUC 6640. Issues in Urban Schools I. [Formerly EDUC 3661] Issues of urban communities and schools will be addressed including a special focus on an issue for conducting an interdisciplinary project. Classroom management issues will be addressed. Study groups will discuss issues raised in the full seminar setting that are of particular interest to participants in each school. [3]

EDUC 6650. Issues in Urban Schools II. [Formerly EDUC 3662] Issues of urban communities and schools will be addressed with an exploration of an issue for conducting an action research project. Classroom management issues initially introduced in 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 U.S., 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 traditions in their 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 mobility 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. [Formerly EDUC 3770] This graduate seminar focuses on the learning of disciplinary knowledge and practices in out-of-school settings. These contexts include, for example, homes, community centers, performance troupes, workplaces, hobbyist groups, museums, zoos, prisons, hospitals, social media, and many more. We educators challenge our current notions about learning when we investigate learning in a wider variety of contexts, goals, and participants. [3]

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

EDUC 7160. Philosophy of Education. [Formerly EDUC 3030] This course explores the classic roots of modern educational ideas and in deconstructing the hidden assumptions in, narratives underlying, and discourse shaping contemporary educational research, policy and practice. [3]
EDUC 7180. Design of Learning Environments with a Focus on Play. This doctoral and master’s course focuses on design as an activity of orchestrating opportunities to learn in formal, informal, and workplace environments. While the readings, discussions, and content of the course apply to the design of learning environments across formal and informal contexts, games and play activity environments are the chosen focus of the course project for multiple reasons. First, designing games and play activity environments engenders the balance of a wide range of design considerations including learning mechanics, structural mechanics, aesthetics, and motivation. Second, games and play activity environments lend themselves to supporting learning outcomes beyond traditional cognitive perspectives to also support learning in terms of professional practices, intrapersonal outcomes (e.g., identity or self-efficacy), and interpersonal outcomes (e.g., teamwork or leadership). Third, games and play activity environments as educational media provide many affordances for shifting away from heavily didactic/passive perspectives on learning to instead focus on the roles of interactivity, motivation, and learner-centered design. Fourth, the role of play in learning is well established across neuroscience, psychology, and biology (in fact across species), but play as an approach to learning in schools and the workplace is largely absent. Readings for the course are drawn from the design industry, the learning sciences, neurosciences, psychology, biology, and play studies. [3]

EDUC 7200. Race, Identity, and Agency in Education. This course is designed to explore emerging literature that is situated at the intersection of scholarship on race, identity, "success," and education. This research examines the ways in which race, racialization processes, and identity emerge to affect learning, participation, and marginalization within educational domains. This course will also be focused on deconstructing racial and gender hierarchies of educational ability. [3]

EDUC 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 (inequitable 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. [Formerly EDUC 3900] 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 dehumanize children and communities? How can educators work in ways that work toward humanization of children and communities? [3]

EDUC 7810. Inquiry into Contexts. [Formerly EDUC 3830] Explores the design of contextual 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 7850. Practicum in Education. [Formerly EDUC 3950] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7851. Practicum in English Language Learner Education. [Formerly EDUC 3951] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7852. Practicum in Learning and Design. [Formerly EDUC 3952] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7853. Practicum in Learning, Diversity, and Urban Studies. [Formerly EDUC 3953] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7854. Practicum in Reading Education. [Formerly EDUC 3954] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7855. Practicum in Teaching and Learning in Urban Schools. [Formerly EDUC 3955] Individual or group practicum in a school or other social institution. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7860. Readings and Research in Education. [Formerly EDUC 3930] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7861. Readings and Research in English Language Learners Education. [Formerly EDUC 3931] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7862. Readings and Research in Learning and Design. [Formerly EDUC 3932] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7863. Readings and Research in Learning, Diversity and Urban Studies. [Formerly EDUC 3933] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7864. Readings and Research in Reading Education. [Formerly EDUC 3934] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]

EDUC 7865. Readings and Research in Teaching and Learning in Urban Schools. [Formerly EDUC 3935] Individual programs of research in various education fields. Consent of faculty supervisor required. May be repeated. [1-6]
EDUC 7970. Internship in Teaching: Elementary. [Formerly EDUC 3000] Observation, participation, and teaching in graduate intern centers and/or schools. Postbaccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. Students will take five credit hours during the spring, one the following summer. [1-5]

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

EDUC 7972. Internship in Teaching: Secondary. [Formerly EDUC 3002] Observation, participation, and teaching in graduate intern centers and/or schools. Postbaccalaureate equivalent of student teaching. May be repeated to provide experiences at different levels. [1-6]

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

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

EDUC 7980. Internship in Education. [Formerly EDUC 3960] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7981. Internship in English Language Learner Education. [Formerly EDUC 3961] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7982. Internship Learning and Design. [Formerly EDUC 3962] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7983. Internship in Learning, Diversity, and Urban Studies. [Formerly EDUC 3963] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7984. Internship in Reading Education. [Formerly EDUC 3964] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7985. Internship in Teaching and Learning in Urban Schools. [Formerly EDUC 3965] Supervised on-site experience in a professional role. Interns serve as teachers, counselors, research associates, administrative aides, or other members of professional teams. Consent of major professor required. [1-12]

EDUC 7990. Master's Thesis in Education. [Formerly EDUC 3970] Open only to M.Ed. candidates engaged in thesis project. Consent of major professor required. [1-3]

EDUC 7992. Capstone Seminar. [Formerly EDUC 3680] Students who are enrolled in the non-licensure master's program are required to enroll in this course designed to assist students in preparation for the capstone experience. The master's capstone experience enables students to synthesize and demonstrate their knowledge in core areas of the graduate program. Core areas are (1) the learner and learning principles, (2) learning environments, (3) curriculum and instructional strategies, and (4) assessment. Students will be guided on the requirements of the capstone and supported through the proposal writing stage and submission. Students will identify a problem statement, research resources for conceptual development, and engage in critical review of proposals. [1]

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. [Formerly ENED 3500] Designed to provide students who already have introductory experiences in children's and adolescent literature advanced study in the field. A variety of current topics relevant to the field of study will be explored. Prerequisite: Prior course work or experience in the field of children's literature required. [3]

ENED 6200. Teaching Literature in Elementary Classrooms. [Formerly ENED 3300] 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. [Formerly ENED 3340] 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 5-12. [3]

ENED 6330. Social and Psychological Foundations of Adolescent Literacies. [Formerly ENED 3100] Studies significant backgrounds in adolescent development and in social theories of adolescence with a particular emphasis on the role of literacy in adolescent life. Corequisite: Introduction to Children's Literature. May be repeated to provide experiences at different levels. [1-6]

ENED 6331. New Media Field Experience in English Education. [Formerly ENED 3110] Through placements in media outlets outside of educational environments (e.g., news services, music or video industry, web development), students participate in and examine the production of media, literacy, and contemporary culture. Placements are selected and reflections are guided to promote reflections on changing practices of literacy outside of school contexts. Corequisite: ENED 6330. [3]

ENED 6340. Reading and Learning with Print and New Media. [Formerly ENED 3400] Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

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

ENED 6370. Teaching Literature and Media to Adolescents. [Formerly ENED 3370] Students study how pedagogy might be developed that connects traditional literature instruction with popular cultural media. Methodology and theories for reading and teaching of 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 6380. Teaching Writing and Multimedia Composition. [Formerly ENED 3380] Explores contemporary composition as an activity that draws on a diverse palette of media resources, while also being deeply connected to practices associated with traditional print. Emphasizes how teaching composition in print and new media, in parallel, can support student literacy development. [3]
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 U.K. 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 in the United States. In this weekend course, students will explore books written for children/young adults, discuss specific episodes of the movement where youth had great impact, and visit libraries, museums, and related sites. [3]

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

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

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

Humanities Education

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

Mathematics Education

MTED 6200. Mathematical Concepts for Elementary Teachers. [Formerly MTED 3200] The course is designed for prospective elementary school mathematics teachers and focuses on the number and operations strand of the mathematics curriculum. The course is designed to deepen students’ understanding of number and quantity, and to enable them to become familiar with the relevant strands of mathematics curricula. Children’s quantitative reasoning and specific practices for supporting their learning are emphasized throughout the course. [2]

MTED 6250. Advanced Teaching of Mathematics in the Elementary School. [Formerly MTED 3250] Foundations of elementary school mathematics and pedagogy for teaching this content will be examined. Problem solving, mathematical modeling, the language of mathematics, instructional techniques, and ways in which children learn mathematics will be emphasized. [3]

MTED 6370. Advanced Teaching of Mathematics in Secondary Schools. [Formerly MTED 3370] A study of teaching and learning mathematics in middle and secondary schools with particular emphasis on the theoretical and research bases for classroom practice. Examines pedagogies that increase student understanding with particular emphasis on such secondary school mathematics topics as functions, the arithmetic to algebra transition, geometry, spatial thinking, problem-centered learning, proof, history of mathematics, and its relationship to other fields. Intended only for master’s degree candidates seeking initial licensure. Corequisite: MTED 3371. [3]


MTED 6380. Computers, Teaching, and Mathematical Visualizations. [Formerly MTED 3800] Examining the 7-14 mathematics curriculum as a body of ideas that students can develop over time and the use of computer environments to support teaching and learning them. [3]

MTED 6610. Teaching and Learning of Advanced Numbers. [Formerly MTED 3610] The course is designed for teachers of mathematics in grades 4-8. The focus is on ways in which the teacher can build on students’ understanding of additive structures and place value to support the development of multiplicative reasoning and understanding of rational 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. [Formerly MTED 3620] The course is designed for teachers of mathematics in grades 4-8. The focus is on ways to enable children to analyze the properties of two- and three-dimensional shapes using both synthetic and analytic approaches, to apply and analyze the effects of transformations, and to use visualization and spatial reasoning to solve problems. Emphasis will be placed on the teaching and learning of justification and proof. We will also consider the role of particular technologies in geometry instruction. Children’s mathematical thinking, as well as ways to support their learning, will be considered. Students will also be expected to present issues and questions from their practice for discussion and critique. This content course includes weekly support from 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. [Formerly MTED 3900] Seminars, conferences, workshops, or field activities focused on current issues in mathematics education. May be repeated with change of topic. [1-6]

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

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

Science Education


SCED 6200. Science Concepts for Elementary Teachers. [Formerly SCED 3200] This course is designed for prospective elementary school science teachers and focuses on the relationship between science technology, and society. Emphasis will be on relating science concepts to real-world applications, to societal influences and the changing nature of science. The role of inquiry in science will be examined and experienced. The course is designed to deepen students’ understanding of the fundamental concepts taught in elementary science settings. [2]

SCED 6250. Advanced Teaching of Science in Elementary Schools. [Formerly SCED 3250] A study of theory, research, issues, trends, and modern approaches of teaching science in elementary schools. Competencies that reflect effective science teaching practices will also be developed. [2]

SCED 6370. Advanced Teaching of Science in Secondary Schools. [Formerly SCED 3370] A study of theory, research, issues, curriculum approaches, trends, and modern approaches to teaching science in secondary schools. Competencies that reflect effective science teaching practices will also be developed. Corequisite: SCED 6371. [3]

SCED 6610. Science Inquiry I. [Formerly SCED 3610] This course will focus on engaging the participants in the process of science inquiry as they learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process, there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from a mentor who will observe and provide on-site coaching. [3]

SCED 6620. Science Inquiry II. [Formerly SCED 3620] This course is a continuation of Science Inquiry I focusing on engaging the participants in the process of science inquiry as they continue to learn the core content of the middle school science curriculum more deeply. There will also be a focus on reflecting and considering how the participants would themselves engage their own students in inquiry on the same topics. Through this process there will be a focus on developing a deeper level and understanding of scientific literacy among the participants. This content course includes weekly support from 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. [Formerly SCED 3900] Exploration of a special topic related to science education. May be repeated with change of topic. [1-6]

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

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

Social Studies Education

SSED 6240. Human Geography. [Formerly SSED 3400] (Also listed as SSED 3260 for undergraduate students) An examination of the human and cultural aspects of various regions of the world including the spatial manifestations of culture, population distribution and movements, language, religion, ethnicity, political geography, and resource issues. The course examines human geography themes at local, national, and international levels and probes the nature of geographical thinking and the characteristics of geography as a social science. [3]

SSED 6250. Advanced Teaching of Social Studies in Elementary Schools. [Formerly SSED 3250] A study of theory, research, issues, trends, and modern approaches of teaching social studies in elementary schools. Competencies that reflect effective social studies teaching practices will also be developed. [2]


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