

Peabody College

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Peabody College

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Endowed Chairs and Named Professorships

Patricia and Rodes Hart Dean of Education and Human Development

Patricia and Rodes Hart Professor of Educational Neuroscience

Patricia and Rodes Hart Professor of Psychology and Human Development

Patricia and Rodes Hart Professor of Educational Leadership and Policy

Frank W. Mayborn Professor

Dunn Family Chair in Educational and Psychological Assessment, Special Education

Currey-Ingram Chair in Special Education

Nicholas Hobbs Chair in Special Education

Betts Professor of Education and Human Development

Antonio M. and Anita S. Gotto Chair in Teaching and Learning

Margaret Cowan Chair in Teacher Education

Susan Gray Chair in Education and Human Development

Cornelius Vanderbilt Chair

Faculty Council

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

Council on Teacher Education

Camilla P. Benbow, Chair.

Faculty

For a list of current faculty, please visit virg.vanderbilt.edu/webtools/registry.

Education and Human Development at Vanderbilt

George Peabody College for Teachers, recognized for more than a century as one of the foremost independent colleges of teacher education, merged with Vanderbilt University in the summer of 1979 to become Vanderbilt University's Peabody College of education and human development. Since then, Peabody College has retained its heritage while achieving new stature as a place where world-class research is conducted and translated into teaching, practice, policy, and service. Peabody's mission is characterized by practice-oriented academic programs, a strong service ethic, groundbreaking research, and a pressing concern for addressing social problems in domestic and international contexts.

The college's faculty and students constitute a vibrant intellectual community answering pressing questions and expanding knowledge about PreK–12 and higher education, including special education; psychology, especially focused on families and children; the development of individuals and organizations; and educational administration, leadership, and policy. Peabody College understands the preparation of researchers, teachers, and leaders as among the most important things it does, and that building and sustaining an engaged academic community of learners is central to achieving its mission.

Peabody faculty and students engage in a broad spectrum of basic 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 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 public debate about the nature and future of education and human development.

The college is devoted to enhancing opportunity in an increasingly diverse society. More than 1,900 students are enrolled at Peabody, with more than one-third of them in post-baccalaureate graduate or professional degree programs.

All teacher education programs are accredited by the Council for the Accreditation of Education Preparation (CAEP). Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Centers and Outreach Efforts

Accelerated Academic Achievement (A3) Center

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

Center for Research on Rural Families and Communities

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

Classroom Organization and Management Program (COMP)

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

IRIS Center

The IRIS Center for Training Enhancements was designed in response to a request from the U.S. Department of

Education's Office of Special Education Programs. This national effort, serving college faculty working in pre-service preparation programs, aims to ensure that general education teachers, school administrators, school nurses, and school counselors are well prepared to work with students who have disabilities and with their families. IRIS is the nation's only faculty enhancement center established for this purpose.

National Center for Leadership in Intensive Intervention

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

National Center on Scaling Up Effective Schools

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

Next Steps at Vanderbilt

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

Peabody Journal of Education

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

Peabody Professional Institutes

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

Study of Mathematically Precocious Youth

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

Susan Gray School for Children

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

Tennessee Education Research Alliance

The Tennessee Education Research Alliance is a unique research partnership committed to informing Tennessee's

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

Vanderbilt Center for Science Outreach

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

Vanderbilt Kennedy Center for Research on Human Development

The Vanderbilt Kennedy Center is one of fourteen national centers for research on intellectual disabilities and developmental disorders. Its primary mission is to better understand human development, to prevent and solve developmental problems, and to enable persons with developmental disabilities to lead fuller lives. The Kennedy Center is a university-wide center with institutional support shared by Peabody College, the School of Medicine, and the College of Arts and Science.

Vanderbilt Programs for Talented Youth

Vanderbilt Programs for Talented Youth seeks to identify and aid academically talented youth from diverse educational, racial, and economic backgrounds by providing academic enrichment and challenge, while fostering balance and healthfulness in their lives. Begun in 2000 as a summer residential academic program, Programs for Talented Youth has expanded its mission and programming to provide engaging and intellectually appropriate educational opportunities to precocious young students, and to offer support for parents and educators year-round.

The Undergraduate Program

PEABODY College offers the bachelor of science with majors in early childhood and elementary education, secondary education, special education, cognitive studies, child development, child studies, and human and organizational development. These undergraduate programs are designed to prepare students for professional careers in their chosen fields. Programs for Peabody students include course work in a Liberal Education Core, a professional core, a major area of specialization, and electives. Peabody also provides professional education courses for College of Arts and Science students who want to prepare for teacher licensure.

The bachelor of science is granted on the basis of 120 semester hours of college work with a final grade point average of 2.000, and completion of the Liberal Education Core and the requirements of the major.

Liberal Education Core Program

In pursuit of breadth of knowledge and understanding about the world in which they live, all undergraduates complete the requirements of the Liberal Education Core program. This Liberal Education Core component of all Peabody undergraduate majors is intended to provide students with a solid foundation in the arts and sciences. The core curriculum incorporates the study of human conditions that are universal. The Liberal Education Core involves study in the following areas:

Communications. The study of language in its written and spoken forms.

Mathematics/Quantitative Analysis. The study of mathematical concepts and procedures.

Social Sciences. The study of the past—both the heritage of the United States and the more global human story. The study of growth and development of individuals.

Humanities. The study of the universal language of the arts.

Natural Sciences. The study of scientific process and interrelationships among the sciences.

Through the study of these universal subjects, concepts, and modes of thought, students gain a broad foundation transferable to their futures. They will continue to grow within society and the classroom and will look at problems from different perspectives while maintaining curiosity.

Courses identified to fulfill the Liberal Education Core requirement for each undergraduate major are listed in Peabody's *Undergraduate Handbook* (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Courses used to satisfy these core requirements may also be counted toward the fulfillment of requirements in an academic major. Special topics courses are ordinarily not acceptable for meeting Liberal Education Core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable for meeting Liberal Education Core requirements.

Transfer students may use credits from other colleges to fulfill Peabody's Liberal Education Core requirements if the credits are equivalent to the courses offered at Vanderbilt. For transfer students, credits are evaluated when the student enrolls at Peabody in order to determine which transfer courses will substitute for Peabody's Liberal Education Core requirements. Requirements still to be fulfilled will be noted at that time.

Licensure for Teaching

PEABODY offers programs leading to teacher licensure in the following areas: early childhood (grades PreK–3), elementary (grades K–5), and secondary education (grades 6–12) with endorsement in English, math, biology, chemistry, physics, earth science, history, and political science. (Added endorsements are available also in economics, psychology, and sociology for those who will have a history endorsement.) An added endorsement program also is available in English as a Second Language (grades PreK–12). All of these programs are offered by the Department of Teaching and Learning.

Special education–interventionist (LD/BD for grades K–8 or 6–12) or comprehensive (multiple/severe for grades K–12) are offered by the Department of Special Education.

Vanderbilt’s Blair School of Music and Peabody College offer a program for students interested in teacher licensure with endorsement in the following: (1) *instrumental/general music (grades K–12)*, or (2) *vocal/general music (grades K–12)*. Blair students complete the first part of the program as part of the bachelor of music degree and apply during the senior year to continue into the master of education degree for a final year of professional education.

Students seeking licensure may enroll in Peabody College, the College of Arts and Science, or the Blair School of Music. In all cases, most of the liberal arts course work is taken in the College of Arts and Science, and the professional education course work is taken at Peabody College.

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 by application in other states. The student is responsible for applying for Tennessee licensure through the Office of Teacher Licensure located in the Peabody Administration Building. Each state has its own application forms and procedures for licensure; information is available in the Office of Teacher Licensure.

Licensure requirements continue to undergo revision. Students must meet licensure requirements in effect at the time of their program completion, which may be different from requirements in effect at the time they entered the program. Each year, teacher education students should consult the current Vanderbilt *Undergraduate Catalog* or the Peabody *Undergraduate Handbook*. The licensure website (peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php) provides additional information.

Security Clearance

During the first two weeks of enrollment in a teacher preparation program, a student must be fingerprinted in Tennessee 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. Before background clearance, the student must read the Background Clearance Consent/FERPA Statement/Applicant's Privacy Rights/Privacy Act Statement. The student must complete an online data entry form acknowledging their agreement to the conditions listed in the required readings. Among other agreements is the expectation to notify the Peabody background clearance officer if an infraction occurs at any time during enrollment in the program. Contact the Office of Background Clearance at Peabody (bco@vanderbilt.edu) or visit vu.edu/peabodybco for additional information.

Degree Audits

Electronic degree audits enable students and faculty advisers to track each student’s progress in the degree program at Peabody. The departmental handbooks describe access to and use of online Peabody major degree audits to view program requirements recognized as “met” or “unmet” at any time in the student’s program. The degree audit also denotes permissions for waivers or course substitutions. Degree audits are managed in the Peabody Office of Academic Services.

SCREENING

Students seeking teacher licensure must be approved by each department through which licensure is sought. Secondary licensure candidates should contact an adviser or the director of undergraduate studies in the appropriate Arts and Science department(s) to be informed of any specific departmental requirements or standards. There are two points in each teacher education program when undergraduates must complete applications for screenings by departmental faculty. Screening requirements continue to undergo revision and are subject to change. Students must meet screening requirements in effect at the time of their application, which may be different from requirements stated below. Screening reviews, described below, are important checkpoints that allow successful students to

advance in the program. Attainment of 2.75 (4.0) cumulative grade point average and completion of required courses do not automatically qualify a student for continuation in the program.

Faculty evaluation of a student's qualifications for continuation in a teacher education program include academic, performance, and disposition factors such as the following:

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 children 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 screening applications.)
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.

These criteria rest on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty. Undergraduate students seeking secondary education licensure must be approved by the Department of Teaching and Learning faculty and also by the faculty of College of Arts and Science department(s) for the Arts and Science major(s).

Screening deadlines are October 1 and February 1. Undergraduates must apply for Screening I during spring of the sophomore year or fall of the junior year. Screening II must be done in the fall of the senior year, restricting undergraduate student teaching to the spring of the senior year. Deadlines are firm; late applications will not be accepted. The Screening I and II application form is online at peabody.vanderbilt.edu/admin-offices/teacher-licensure/licensure_for_undergraduate_students/screening.php and should be submitted online no later than the deadline. (NOTE: Screening II applications require additional documents when submitted. See specific requirements with the application.)

Students will be notified of results of the faculty vote at the end of the screening semester. In instances where 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 I (Formal Admission to an Undergraduate Teacher Education Program)

Each student seeking teacher licensure must be formally admitted to the teacher education program(s) by completing an online application for Screening I review by the faculty of the department(s) in which endorsement(s) is/are sought. Candidates normally apply for Screening I during spring of the sophomore year or fall of the junior year, depending on their program area (candidates should consult their department handbook for timelines in their program area). Deadlines are February 1 in the spring and October 1 in the fall. Students who transfer more than 60 hours to Vanderbilt from another institution must apply for admission to the teacher education program by the screening deadline of their second semester at Vanderbilt.

An initial screening review by the faculty will occur soon after the Screening I deadline. If there are concerns noted, the student will be counseled. The final faculty review and decision will be done toward the end of the semester.

Criteria for Screening I (formal admission to teacher education) are:

A. Specific Academic Criteria

1. Test scores (SAT composite score of 780 or ACT 21, OR passing scores on the Praxis I Core Academic Skills for Educators)
2. Minimum cumulative grade point average of 2.75 (4-point scale)
3. Successful completion of at least two of the required professional education courses as defined by the program area with a minimum grade of C+

4. Department interview

B. Specific Faculty Evaluative Criteria

The faculty will consider the disposition criteria of dependability, professional and ethical behavior, attitude and interpersonal skills, and teaching competence as itemized at the beginning of the Screening section.

Screening II (Admission to Student Teaching)

Admission to Student Teaching is not automatic when prerequisite course work and field experiences have been completed. All students must submit the online Screening II application by October 1 in the fall of the senior year. At the time of screening application, the student should be enrolled in any remaining prerequisite courses. **No course work may be taken during the semester of student teaching and seminar.**

After an initial review in the Office of Teacher Licensure, the Screening II application and other submitted materials will be considered by departmental faculty according to the following criteria for Screening II approval to student teach:

A. Specific Academic Criteria

1. Formal admission to a teacher education program granted (completion of Screening I)
2. Second semester junior standing (for student teaching in the fall of the senior year) or first semester senior standing (for student teaching in the spring of the senior year)
3. Successful completion (C+ or above) of all courses required and prerequisite to student teaching as defined by the program area
4. Minimum cumulative grade point average of 2.75 (4.0 scale)
5. Satisfactory performance (C+ or above) in course work in areas in which teacher licensure is sought
6. Successful completion of Standard First Aid and CPR training (attach certificate copies to the Screening II application)

B. Specific Faculty Evaluative Criteria

The faculty will consider the disposition criteria of dependability, professional and ethical behavior, attitude and interpersonal skills, and teaching competence as itemized at the beginning of the Screening section.

Each Screening II application requires additional documents, depending on the program. A copy of first aid and CPR verification of training completed within the previous two years must be submitted to the Office of Teacher Licensure by the October 1 or February 1 deadline. In addition, some programs have additional requirements that are prerequisite to Screening II application. Students should consult departmental handbooks. Screening II applicants who are approved to student teach will receive notification of their student teaching placements no later than during the Student Teacher Orientation at the beginning of the student teaching semester.

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

Student Teaching

Vanderbilt students seeking teacher licensure must successfully complete a 15-week semester of full-time student teaching in two different grade levels in Nashville area public schools and must be recommended for licensure by the supervisors of student teaching and departmental faculty. Student teaching may be done only in the spring semester. Prior to the start of student teaching, all prerequisite courses must have been completed, the cumulative GPA must be at least 2.75, and the appropriate departmental faculties 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. See the departmental *Undergraduate Handbook* for details.

Application for Teacher Licensure and University Recommendation for Licensure

All students completing the 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 Tennessee licensure through the Office of Teacher Licensure located in the Peabody Administration Building. Each state has its own 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 candidate is based upon the following:

1. Maintaining the grade point average required for admission to the teacher education program (2.75 on a 4.0 scale).
2. For Tennessee licensure, achieving the state minimum score on all required parts of the PRAXIS II Series and edTPA (scores must be sent to the Vanderbilt Office of Teacher Licensure—code R 1871, and the Tennessee Department of Education—code R 8190).*
3. Receiving a positive recommendation from the student's department as a result of the student teaching experience (Pass in student teaching does not guarantee a favorable recommendation).

* Testing requirements are changing almost annually; check instructions in the Office of Teacher Licensure or at <https://www.ets.org/praxis/tn/requirements/before> registering to take the exams.

Accreditation

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

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

Vanderbilt is accredited by the Council for the Accreditation of Education Preparation (CAEP). Its teacher licensure programs also are 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)
National Association for the Education of Young Children (NAEYC)
Association for Childhood Education International (ACEI)
National Association for Schools of Music (NASM)

Academic Regulations

Honor System

All academic work at Vanderbilt is done under the honor system. (See the Honor System section in Life at Vanderbilt.)

Academic Advising

Each Peabody undergraduate is assigned an academic adviser who is familiar with his or her major. This adviser is generally a faculty member in the major department and is knowledgeable about the courses the student will need to complete his or her major. The adviser helps the student determine the courses that are most suitable for the chosen major and serves as a mentor to the student.

However, enrollment in appropriate courses to fulfill degree requirements and knowledge of university policies and regulations regarding courses are the responsibility of the individual student.

Class Attendance

Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute to the academic performance of all students by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences in each of their classes, and thereafter they report to the office of the dean of the college the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases, the dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class; students dropped after the deadline for withdrawal receive the grade *F*. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly.

Course Load

A student must be enrolled in a minimum of 12 hours to be classified as a full-time student. Students wishing to carry more than 18 hours must obtain the approval of the dean of Peabody Student Affairs Office. All undergraduate students are assumed to be full-time students for the purpose of administering probation and retention policies. A student who for reasons of health, family, or outside employment wishes to enroll in Peabody as a part-time student must obtain permission from the dean of Peabody Student Affairs Office. The academic standing of such students will be considered on an individual basis. Normally, however, a student earning less than 12 hours will either be placed on academic probation or issued an academic warning.

Residence Requirement

Students must complete a minimum of 60 hours in residence at Vanderbilt including the final two semesters.

Credit by Examination

In certain circumstances students may be awarded course credit by departmental examination. (This procedure is distinct from the award of credit through the College Board Advanced Placement Tests taken prior to a student's first enrollment.). Students wanting to earn credit by departmental examination should consult the Peabody Office of Academic Services concerning procedures. To be eligible, students must be carrying a minimum of 12 hours and be in good standing.

Students must obtain the approval of the chair of the department that is to give the examination and the instructor designated by the chair. Students may earn up to 8 hours of credit by examination in any one department. Students may attempt to obtain credit by examination no more than twice in one semester and no more than twice in one course. Students may not repeat a course for grade replacement under the credit by examination procedures.

Credit hours and grade are awarded on the basis of the grade earned on the examination, subject to the policy of the department awarding credit. Students have the option of refusing to accept the credit hours and grade after learning the results of the examination.

Students enrolled for at least 12 hours are not charged extra tuition for hours earned through credit by examination, so long as the amount of credit falls within the allowable limits of an 18-hour tuition load, including no-credit courses and courses dropped after the change period. Students in this category must pay a \$50 fee for the cost of constructing, administering, and grading the examination. Since this cost has already been incurred, students who

refuse the credit hours and grade are charged the \$50 fee nevertheless.

Full-time students with a tuition load exceeding 18 hours and students taking fewer than 12 hours pay tuition at the hourly tuition rate.

Liberal Education Core Guidelines

Applicants to Peabody College will be required to take the SAT I or ACT writing test and the SAT II mathematics test. Students with majors in human and organizational development, cognitive studies, child studies, or child development do not need the SAT II mathematics test. The following application of these scores will be made to the Peabody Liberal Education Core:

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a “W” after the course number (A&S courses) or end with the digit “7” (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

First-year seminars (courses labeled 1111) offered through the College of Arts and Science and Blair School of Music may count as writing-intensive courses. Peabody freshmen may register for first-year seminars when open registration begins.

Mathematics:

Students with first majors in early childhood and elementary, secondary, or special education with an SAT II Mathematics test score at or above 620 (Level I) or at or above 570 (Level II) are exempt from three hours of the math component of the Liberal Education Core mathematics category. Students with an exemption must take an additional three credit hours in their Liberal Education Core elective category to have the minimum required sixty-hour core. Students must take a statistics course if required for their major.

Students with first majors in child development, child studies, cognitive studies, or human and organizational development must take six hours as stated in the Liberal Education Core mathematics category.

Undergraduate Enrollment in 5000–8000-level Courses

All students wishing to take 5000–8000-level courses for either undergraduate or graduate credit must obtain the written approval of their academic advisers, the instructor of the course, and the Office of Academic Services. Some courses are designed to enroll both undergraduate and graduate/professional students in the same class section. Such courses will typically have two course numbers, one in the graduate range (5000–8000) and one in the undergraduate range (usually either 3000– or 4000–level). Unless they wish to take the course for post-baccalaureate credit, undergraduates must register for the course using the undergraduate course number and may do so without any special permission. Undergraduates wishing to receive approval for graduate credit in 5000–8000-level courses also see below.

Undergraduate Enrollment for Post-Baccalaureate Credit

A qualified Vanderbilt University senior undergraduate may enroll in courses approved for post-baccalaureate credit and receive credit which, upon the student’s admission into a Peabody College professional program, may be applicable toward the professional degree. The principles governing this option are as follows:

1. Work taken under this option is limited to those 5000–8000-level courses approved for post-baccalaureate credit, excluding thesis and dissertation research courses and similar individual research and readings courses.
2. Such work must be in excess of that required for the bachelor’s degree.
3. At the time of registration, the student must have a *B* average in all prior work to be counted toward the bachelor’s degree, or a *B* average in all prior work to be counted toward the undergraduate major, or a *B* average in the preceding two semesters.
4. Undergraduate students wishing to count for post-baccalaureate credit courses taken under this option must

consult the instructor of each course and must, at the time of registration, declare their intention on a form available at the Office of Academic Services.

5. The student's total course load (graduate plus undergraduate courses) must not exceed 15 hours during any semester in which graduate credit is pursued.
6. Permission for Vanderbilt undergraduates to enroll in post-baccalaureate courses does not constitute a commitment on the part of any department to accept the student in the future. Courses taken under this option are subject to departmental approval before they may be included on post-baccalaureate programs of study.
7. An undergraduate student exercising this option will be treated as a post-baccalaureate student with regard to class requirements and grading standards.

Interested students should consult the Peabody Office of Academic Services to verify their eligibility as defined above before attempting to register for post-baccalaureate course work under this option.

Undergraduate Enrollment for an Independent Study

Independent study courses, ranging from one to three hours of credit, are listed in the *Schedule of Courses* and are intended for students in their junior and senior years. Students wanting to undertake an independent study must follow these guidelines:

1. Students must be in academic "good standing" (may not be on probation or Leave of Absence).
2. Students must arrange the independent study with a Vanderbilt full time faculty member who has agreed to supervise and grade this experience.
3. Students may enroll for up to 3 hours of independent study in one semester.
4. Students must make a written study plan detailing the nature of the project and the amount of credit. The Individual Learning/Directed Study contract must be approved by the instructor and the department chair (or the chair's designee) by the last day of the change period.
5. Registration for the course occurs when the completed Individual Learning/Directed Study contract is submitted to the Peabody Office of Academic Services. Registration for an independent study will not be allowed after the change period has ended.

Students may not repeat independent study courses for grade replacement.

Transfer Credit/Summer or Other Courses Off Campus

Students who transfer from another institution must have a final transcript sent directly to the Undergraduate Admissions Office, Vanderbilt University. Upon acceptance, students will be asked to submit course descriptions and syllabi for all proposed transfer credit. Upon acceptance, courses will be evaluated by Vanderbilt to determine which courses will transfer and which requirements (e.g., Liberal Education Core, professional core) are met by the transfer courses. No course for which a student received the grade *D+* or lower will transfer. Course work transferred to Vanderbilt from another institution will not carry with it a grade point average.

Transfer students must complete at least 60 hours of work at Vanderbilt. Two of the four semesters in residence must be the last two semesters of the student's degree program.

Peabody students who wish to take course work during the summer, or during an academic-year semester, at a regionally accredited two-year or four-year college or university and transfer up to 12 hours to Vanderbilt must be in good standing with at least a C average. Prior approval must be granted for all courses to be taken elsewhere. If the courses are to be taken during the academic year, the student must take a personal leave explicitly approved for this purpose by the Peabody Dean's Office. Students on leave for other reasons (e.g., medical or other personal reasons) cannot take course work elsewhere for transfer credit without prior permission. Course work transferred to Vanderbilt from another institution will not carry with it a grade point average.

Requests to participate in non-Vanderbilt-approved overseas programs for transfer credit will be approved only under exceptional circumstances in which the proposed program represents a truly unique and unusual educational opportunity. To apply for approval, the student should complete the transfer of credit application and apply for a leave of absence for the relevant semester. The student must be in good standing with at least a 2.700 grade point average as of the date of application, and approval must be granted in advance of the study overseas. Petitions for leaves of this type must be filed at least one month before the close of the preceding semester, and final approval of such petitions always rests with the dean's office. It should be noted, however, that if a program has been approved by Vanderbilt,

students must enroll in the program via the Global Education Office. In no case, after matriculating at Vanderbilt, may a student apply to participate in an approved program for transfer credit through a different university, or through an external agency, and then seek to transfer that credit into Vanderbilt.

Students enrolled full time (i.e., carrying at least 12 credit hours) during a regular (fall or spring) semester are assumed to be engaged in full-time study at Vanderbilt. Such students are not permitted to take additional course work elsewhere, for transfer credit, during the semester. This includes online courses, as well as courses offered by nearby institutions.

Declaration of Major and of Second Major

Peabody students declare a major as part of the application process prior to admission. In their first semester, Peabody freshmen are expected to take course work recommended for the major into which they were admitted. Students wishing to change into a different major within Peabody cannot declare this change until March of their first year, to take effect in fall of their second year. Second majors must be declared no later than the second semester of the sophomore year. Also during the sophomore year, students majoring in secondary education, special education, and human and organizational development will be required to declare their area of specialization or track.

Overlap in Course Work between Multiple Majors and Minors

Students pursuing multiple majors and/or optional minors are limited in the amount of course work that can be shared across their major and minor programs of study. If the major or minor is offered through a school other than Peabody, the amount of course work that can be shared between that major or minor and other majors or minors is determined by that school's policies. For a major offered through Peabody College, at least 21 credit hours need to be unique to that major. That is, 21 hours within the major cannot be used to count toward any other major or minor. For a minor offered through Peabody College, at least 15 hours need to be unique to that minor.

Senior Re-examination

A candidate for graduation who fails not more than one course in the final semester may be allowed one re-examination, provided the course failed prevents the student's graduation, and provided the student could pass the course by passing a re-examination. Certain courses may be excluded from reexamination.

The re-examination must be requested through the Office of the Associate Deans, and if approved, it is given immediately after the close of the last semester of the student's senior year. A student who passes the re-examination will receive a D- in the course. The terms and administration of senior re-examination are the responsibility of the school that offers the course.

Grading System

Peabody College undergraduate students are on a four-point grading system. All work is graded by letters, interpreted as follows:

- A: excellent
- B: good
- C: satisfactory
- D: minimum pass work
- F: failure

Under certain circumstances the following grades may be awarded:

- W: withdrawal
- P: pass (see Pass/D/Fail course provision)
- M: missed final examination
- I: incomplete in some requirement other than final examination
- MI: missed final examination with additional incomplete requirements

Plus and minus modifiers may be associated with the letters A through D as shown in the table below. Grade point averages are calculated using indicated grade point values.

Defined Grades with Corresponding Grade Points per Credit Hour

A	= 4.0	C	= 2.0
A-	= 3.7	C-	= 1.7
B+	= 3.3	D+	= 1.3
B	= 3.0	D	= 1.0
B-	= 2.7	D-	= 0.7
C+	= 2.3	F	= 0.0

Grade Point Average

A student's grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses taken for no credit, those from which the student has withdrawn, and those that are completed with the grade P.

Audit

Regularly enrolled Peabody College students who want to audit courses in any of the undergraduate schools of the university must obtain the written consent of the instructor to attend the class but do not register for the course for credit. Forms are available from the Peabody Office of Academic Services, 211 Peabody Administration Building. No permanent record is kept of the audit. Regular students may audit one class each semester free of charge.

Pass/Fail

Students may elect to take some courses in which they can receive the grade P (Pass). This grade is entered for the student enrolled under the P/F option who is awarded a grade of D- or higher. The grade P is neither counted in the grade point average nor used in the determination of honors. A failing grade will appear on the student record as F and will be counted in the student's grade point average.

To be eligible for the P/F option, the student must have completed two regular semesters at Vanderbilt and must not be on academic probation. No more than one course per semester may be taken on a P/F basis and no more than three total during the undergraduate career. No more than one course from any Liberal Education Core area (e.g., communications, humanities) may be taken under this option.

Note that neither courses taken for transfer credit (grade of "T") nor courses that are only offered on a pass/fail basis by the university (e.g., certain field experience courses) are counted against the number of courses that a student may voluntarily elect to take on a pass/fail basis, either within or across semesters.

The P/F option does not apply to courses in the following categories:

1. Liberal Education Core Courses that have been specifically identified by the student's primary major as needing to be taken on a graded basis. By program, these courses are:

Human and Organizational Development: Courses taken to satisfy the 3-hour Liberal Core Economic requirement (i.e., Econ 1010, 1020, HOD 2260);

Child Development, Child Studies, and Cognitive Studies: Courses taken to satisfy the 3-hour Liberal Core Statistics requirement (i.e., Econ 1500, PSY-PC 2110, Psy 2100).

Special Education: PSY-PC 1250, PSY-PC 2600, EDUC 1220, SPED 1210, SPED 2120, SPED 2430, SPED 2160, SPED 3348.

Early Childhood Education: ENED 2430, EDUC 3750, ENED 2100, MTED 2100, PSY-PC 1250, SSED 2100.

Elementary Education: ENED 2430, EDUC 3750, 2200, MTED 2200, SCED 2200, PSY-PC 1250.

Secondary Education: PSY-PC 2550.

2. For students with a single or double major, courses in the department(s) of the major(s) or other courses that may be counted for the major(s);
3. For students with an interdisciplinary major, courses listed in the student's plan of study;
4. For students planning an optional minor, courses in the department of the minor or those counting toward an interdisciplinary minor.

Students taking a course on a P/F basis must be enrolled for at least 12 hours on a regularly graded basis. If a student drops a course and falls below 12 graded hours, the P/F course is converted automatically to a regularly graded basis.

Seniors who meet the above criteria and have permission to take fewer than 12 hours on a graded basis may take one course on a P/F basis in one of their last two semesters (e.g., a semester in which an internship or student

teaching is not being taken). If the student does not graduate at the end of the senior year, the grade of P is automatically converted to the grade actually earned.

All P/F students are expected to meet normal course requirements (e.g., reports, papers, examinations, laboratory attendance) and are graded in a normal way. At the end of the semester, students enrolled on a P/F basis are awarded a regular grade. Any grade of D- or better is converted in the Student Records System to a P, while an F grade remains as awarded. A student taking a course on a P/F basis must meet the course prerequisites as set forth in this catalog.

Students register for a course on a P/F basis on a Pass/Fail Declaration form available here https://peabody.vanderbilt.edu/admin-offices/oas/downloads.php#downloadable_forms during a registration appointment window or during open enrollment. After the first two weeks of classes, students may change from a P/F basis to a regularly graded basis—but not from a regularly graded basis to a P/F basis—until the end of the eighth week of classes. These deadlines are published in the calendar. When a student wishes to complete a major or minor in a field in which a grade of P has been received, the registrar converts this grade to the regular grade originally earned.

Credit Hour Definition

Credit hours are semester hours; e.g., a three-hour course carries credit of three semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements which exceed this definition. Certain courses (e.g., dissertation research, ensemble, performance instruction, and independent study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credits allowable per semester will be included in the course description.

Temporary Grades

Temporary grades are placeholders that are assigned under defined circumstances with a specified deadline by which they will be replaced with a permanent grade. A student who receives a temporary grade is ineligible for the Dean's List. Students may not graduate with temporary grades still remaining on their academic records.

I: Incomplete

An Incomplete is given only under extenuating circumstances and only when a significant body of satisfactory work has been completed in a course. The I is not intended as a replacement for a failing grade, nor should it be given to a student who misses the final examination. The M grade is used for the latter purpose. The request for an Incomplete is initiated by the student and must be approved by the instructor. In order to request an incomplete, the student must be in good academic standing (i.e., not be on academic probation). Unless they have advance approval of an academic associate dean, students on academic probation who receive an incomplete will have that grade revert to the default grade or, in its absence, an F. In assigning the grade of 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.

The Incomplete is not calculated in the GPA, but a student who receives an Incomplete is ineligible for the Dean's List.

M: Missing a Final Examination

The grade M is given to a student who misses a final examination, provided the student could pass the course if the final examination is successfully completed. The grade of F is given if the student could not pass the course even with the final examination.

It is the student's responsibility to contact the Dean's Office before the first day of the next semester, regardless of whether the student will be in residence that semester, to request permission to take a makeup examination. If a request has not been submitted by the proper time, or if the student fails to take the makeup examination within the prescribed time, the M grade will be replaced by an F.

MI: Missing a Final Examination and Other Work

The grade MI is assigned to a student who misses the final examination and whose work is incomplete in other respects. The MI may not be turned in without prior authorization by the dean. It is the student's responsibility to contact the Dean's Office to request permission to take a makeup examination and to arrange for submission of the missing work.

Withdrawal

The symbol W (withdrawal) is assigned in lieu of a grade when a student formally withdraws from a class before the published mid-semester deadline. 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 the grade W for courses in progress. A student who withdraws from school without an authorized administrative withdrawal receives the grade W or F depending upon the date of withdrawal. The grade W is not included in the calculation of the grade point average.

Dead Week

Because Peabody classes integrate theory and practice, many courses include significant semester-long group and individual projects that culminate in papers, presentations, simulations, or other activities at the end of the semester. Therefore, while instructors are discouraged from scheduling quizzes, tests, or short-term assignments for the last week of the semester, Peabody's "dead week" policy does not prohibit assignments during the week before finals.

Repeat Courses

If a course is repeated, only the last grade and credit hours earned will be used to calculate the grade point average and be creditable toward graduation. However, the original grade will appear on the transcript. Certain courses (e.g., special topics courses, directed study courses; see duplicate content section, below) may be repeated for credit when there is no duplication of content. Such courses may be repeated to replace a grade only when the content of the original and repeated courses is the same. Courses must be repeated in a graded status. This policy also applies to Advanced Placement credit. Courses taken at Vanderbilt may not be repeated elsewhere for grade replacement, nor may courses taken elsewhere be repeated at Vanderbilt for grade replacement.

Duplication of Course Content

It is the responsibility of the individual student to avoid duplication in whole or in part of the content of any courses offered toward the degree. Such duplication may result in the withdrawal of credit. This policy also applies to Advanced Placement credit.

Certain courses (e.g., ensemble, performance instruction, special topics, and directed study) are designated as repeatable as they contain evolving or iteratively new content. These courses may be taken multiple times for credit. If a course can be repeated, the number of credits allowable per semester should not exceed 3 credit hours without permission.

Normal Course Load

Each semester, regular tuition is charged on the basis of a normal course load of 12 to 18 semester hours. No more than 18 or fewer than 12 hours may be taken in any one semester without authorization from the dean of Peabody Student Affairs. There is an extra charge for more than 18 hours at the current hourly rate (contact Student Accounts). Students permitted to take fewer than 12 hours are either placed on academic probation or issued an academic warning, unless their light load is necessary because of health, family or outside employment. The one exception to this policy is that seniors who have fewer than 12 hours required for the completion of their degree, beyond the hours associated with the HOD internship or student teaching if they are to be taken in the final semester, can take fewer than 12 hours in one of their last two semesters (e.g., a semester in which an internship or student teaching is not being taken) without penalty or requiring special permission.

Class Standing

To qualify for sophomore standing, a freshman must earn at least 24 hours with a grade point average of at least 1.800 and have completed two regular semesters. A freshman who fails to achieve sophomore standing at the end of two regular semesters is placed on probation and has one additional semester in which to qualify for sophomore

standing. This additional semester must be the summer session at Vanderbilt. Normally, students who fail to qualify for sophomore standing in the third semester are dropped from the university.

A student qualifies for junior standing by earning 54 hours with a grade point average of at least 1.900 and having completed four regular semesters. Students who fail to qualify for junior standing at the end of two semesters after qualifying for sophomore standing are placed on probation and must qualify in an additional semester. This third semester must be the summer session at Vanderbilt. Normally, students who do not qualify for junior standing in this additional semester will be dropped from the university.

A student qualifies for senior standing by earning 84 hours with a grade point average of at least 2.000 and having completed six regular semesters. A student who fails to qualify for senior standing within two semesters of qualifying for junior standing will be placed on probation and must qualify in one additional semester. This additional semester must be the summer session at Vanderbilt. Normally, students who do not qualify for senior standing in this additional semester will be dropped from the university.

Alternate Track

Occasionally students find that it will be necessary to reduce their normal load due to medical reasons, varsity athletics, or other circumstances. The result is that they will accomplish the bachelor of science degree in nine or ten semesters instead of eight. In such cases, the student may request Alternate Track status. After discussing this option with their parents and faculty adviser, students petition the dean for permission. This normally takes place during the sophomore year. Additional information is available in the Office of Peabody Student Affairs.

Progress Evaluation

Students enrolled in Peabody College are expected to satisfy most Liberal Education Core requirements during the freshman and sophomore years. Although legitimate circumstances sometimes force the postponement of Liberal Education Core requirements, upper-level students are not expected to have a significant number of Liberal Education Core requirements outstanding. A student who, in the opinion of the faculty adviser, the department chair, or the dean, is not making satisfactory progress toward meeting Liberal Education Core or other degree requirements may be reported to the Undergraduate Administrative Committee and is subject to being placed on academic probation by that committee. Students placed on academic probation for failure to make satisfactory progress toward a degree must remove the deficiency in the manner specified by the Administrative Committee.

Academic Probation and Dismissal

After achieving sophomore standing, the student may not be on academic probation for more than two semesters. A student whose academic record warrants a third semester of probation normally will be dropped from the university. Students will be placed on academic probation, or may receive an academic warning, if any of the following conditions apply:

Freshmen

1. The student's cumulative grade point average falls below 1.800. Probation is removed (assuming there is no other reason for the probation) when the student's grade point average is raised to 1.800 or above.
2. The student fails to earn at least 12 hours in a regular semester as a freshman. Probation is removed when the student earns at least 12 hours in a subsequent semester and/or is judged to be making satisfactory academic progress.
3. The student fails to achieve sophomore standing in the required two semesters. Probation is removed when the student achieves sophomore standing.
4. Freshmen who pass fewer than two regular courses in their first regular semester or who earn a grade point average lower than 1.000 have so seriously compromised their academic standing that they may be required to take an academic probationary leave of absence during the spring semester.

Sophomores

1. The student's cumulative grade point average falls below 1.800. Probation is removed (assuming there is no other reason for the probation) when the student's grade point average is raised to 1.800 or above, except that at the end of the second regular semester the student must qualify for junior standing.

2. The student fails to earn at least 12 hours in a regular semester as a sophomore. Probation is removed when the student earns at least 12 hours in a subsequent semester and/or is judged to be making satisfactory academic progress.
3. The student is placed on probation by the Undergraduate Administrative Committee for failure to make satisfactory progress toward the degree. Probation is removed when the specified conditions are met.
4. The student fails to achieve junior standing in the required two semesters after achieving sophomore standing. Probation is removed when junior standing is achieved.

Juniors

1. The student's cumulative grade point average falls below 1.900. Probation is removed (assuming there is no other reason for the probation) when the grade point average is raised to 1.900 or above, except that at the end of the second regular semester the student must qualify for senior standing.
2. The student fails to earn at least 12 hours in a regular semester as a junior. Probation is removed when the student earns at least 12 hours in a subsequent semester and/or is judged to be making satisfactory academic progress.
3. The student is placed on probation by the Undergraduate Administrative Committee for failure to make satisfactory progress toward the degree. Probation is removed when the specified conditions are met.
4. The student fails to achieve senior standing in the required two semesters after achieving junior standing. Probation is removed when senior standing is achieved.

Seniors

1. The student's cumulative grade point average falls below 2.000. Probation is removed when the grade point average is raised to 2.000 or above.
2. The student fails to earn at least 12 hours in a regular semester as a senior, unless the semester is one in which the student needs fewer than 12 hours in order to complete the requirements for graduation (see section on Course Load, above). Probation is removed when the student earns at least 12 hours in a subsequent semester and/or is judged to be making satisfactory academic progress and/or completes the requirements for graduation.

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 Undergraduate Administrative Committee. The Committee considers each case within the general guidelines for maintenance of satisfactory academic standing and may take any of several actions, among which are the following:

- The student may be placed on probation or be issued an academic warning;
- The student may be advised to take a leave of absence or to withdraw from the university;
- The student may be required to take an academic probationary leave of absence.
- The student may be dismissed from the university.

Under certain circumstances, a student who has been formally dismissed may be readmitted to Peabody. The Peabody Undergraduate Administrative Committee must review and approve any request for readmission.

Appeal and Petition Process for Undergraduate Academic Matters

The procedures of the appeal process pertaining to academic matters within Peabody College are listed below. Please see the chapter "Student Accountability" in the Vanderbilt University *Student Handbook* for a description of the appeal process for non-academic matters.

Petitions for exceptions to academic policies, appeals of academic policy implementations by Peabody Dean's Office staff, and appeals of academic actions by the Undergraduate Administrative Committee (UAC) Chair (e.g., letters of dismissal) may be directed to the full UAC.

Petitions and appeals should be sent to:

Malina C. Halman, M.Ed.
Assistant Dean, Peabody Office of Academic Services
Malina.c.halman@vanderbilt.edu
Peabody Administration Building

A student may ask the UAC to reconsider a decision if the student has new information to offer. The chair of the UAC will decide whether the full UAC will reconsider. Requests for reconsideration of UAC decisions should be sent to the above address.

A final, negative decision of the UAC may be appealed to the dean of Peabody College (at the above address), who may assign an associate dean to handle the matter on the dean's behalf. The dean or associate dean will consult with the UAC and other relevant faculty or staff as part of the review of the decision.

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

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.

Ultimately, the grade can be appealed following the academic appeals process outlined for more general academic matters, directly above. However, several steps to attempt to resolve the grade should be taken, in turn, before an appeal is submitted to the Undergraduate Administrative Committee (UAC).

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 ten (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 undergraduate studies in the department where the course is housed. 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 DUS will review the materials and assess the merits of the case. If the DUS finds no basis for the grievance, the petition will be dismissed and the student will be notified in writing. If the DUS determines that the grievance has merit, the DUS will work with the parties to seek a resolution. If the DUS is the course instructor, the student may directly petition the department chair in which the course is housed.

Third, if the case is dismissed by the DUS, and the student does not agree with the grounds for the decision, the student may petition the chair of the department where the course 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 the DUS, and an explanation as to why the student is dissatisfied with the DUS's decision to dismiss the case. The department chair will decide the merits of the case and provide written documentation to all parties as to the decision. If the case is determined to have merit, the department chair will seek a resolution among the parties involved, including the student, the instructor, and the DUS. If the department chair is the course instructor, the student may appeal the DUS's decision directly to the Undergraduate Administrative Committee using the more general academic appeals process outlined in the previous Appeals section.

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 Undergraduate Administrative Committee using the more general academic appeals process outlined in the previous Appeals section.

Student Leave of Absence

A student desiring a leave of absence should obtain the appropriate forms from the Office of Undergraduate Student Affairs. All students are eligible, provided they have not been dropped by the university and are not dropped at the end of the semester during which application is made.

Leaves are granted for one or two semesters. Applications should be completed before the end of the fall semester for a leave of absence during the spring semester and before 15 August for a leave of absence during the fall semester (or for the academic year). If the leave is approved, the student must keep the Dean's Office informed of any change of address while on leave.

Should a student seek to transfer to Vanderbilt credit earned elsewhere while on a leave of absence, it is mandatory that permission be obtained in advance from the Dean's Office. Petitions for leaves of this type must be filed at least one month before the close of the preceding semester.

While the student is on leave, registration information will be emailed to his or her Vanderbilt email address. A student failing to register at the conclusion of the stated leave will be withdrawn from the university and must apply for readmission.

Students who wish to participate in a non-Vanderbilt program in the United States, abroad, or at sea should apply for a leave of absence for the relevant semester. To qualify for such a leave, a student must be in good standing at Vanderbilt with at least a 2.700 grade point average as of the date of application. Students must obtain prior approval for the leave of absence and for the credits to be taken in other programs if the credits are to be transferred to Vanderbilt. Final approval of leaves of absence always rests with the Dean's Office. See the section on Transfer Credit in this chapter.

Withdrawal from the University

Students proposing to withdraw from the university during any semester must report to the Peabody Office of Undergraduate Student Affairs to initiate proper clearance procedures. Students are graded on the same basis as if withdrawing from a course. Students who withdraw before the end of the eighth week of classes receive a partial refund of tuition (see the section on Financial Information). Students intending to withdraw from the university for the following semester should notify the Peabody Office of Undergraduate Student Affairs by 1 December for spring semester or by 1 May for the fall semester.

Students who have withdrawn from the university without filing a Leave of Absence form must apply for readmission if they wish to return.

Graduation

Degree candidates must have completed satisfactorily all curriculum requirements, have passed all prescribed examinations, and be free of indebtedness to the university. Graduation requirements vary with the student's program of study but include a minimum of 120 hours (at least 60 of which must have been earned at Vanderbilt) and a minimum cumulative grade point average of 2.000. A degree candidate must also have a 2.0 cumulative grade point average in his or her major.

Commencement. The university holds its annual Commencement ceremony following the spring semester. A student completing degree requirements will be officially graduated, however, at the close of the semester or summer session in which the degree is earned, with such graduation recorded on the student's permanent record. Students who graduate at the close of the summer session or the fall semester preceding the spring commencement ceremony are encouraged to join spring graduates in the graduation ceremony in May. Those unable to do so may receive their diplomas by mail.

Special Program

Peabody Scholars Program

First-year students who achieve academic distinction during their first semester at Vanderbilt are invited to apply to the Peabody Scholars Program. The Peabody Scholars Honors Program was established to offer particularly promising undergraduates at Peabody College opportunities for holistic flourishing through intellectual adventure, community service, and research.

Emphasizing a theme of personal, professional, and civic creativity, the program is designed to foster full blooming of students' potential by offering breadth through exposing students to a variety of academic and social experiences in different domains and depth by engaging in service-learning and independent research.

To graduate with honors through Peabody Scholars, scholars need to earn 24 points within the program. Scholars earn points from a series of required components as well as optional enrichment programming. All freshman Peabody Scholars participate in a 3-credit-hour seminar on creativity during the spring semester. In the sophomore year, scholars work together on a meaningful immersive service project in the local community. Each Peabody Scholar is offered a summer stipend (between sophomore and junior years) to support engagement in an individual service-learning project (either domestic or abroad). In the junior year, scholars engage in independent research projects with a Peabody professor. Senior scholars participate in monthly scholarly and cultural events and have the opportunity to work on capstone projects related to their fields of study. The Peabody Scholars Program also offers professional development, networking, mentoring, and more. The full list of current programming is available on the program website. In sum, the Peabody Scholars Program offers a rich array of enrichment experiences and opportunities.

Peabody freshmen may apply for the Peabody Scholars Program in the fall of their first semester at Vanderbilt. Selections will be made prior to the beginning of the spring semester. To be accepted into the program, students must have a first-semester GPA of 3.6. To remain in good standing in the program, students must maintain a minimum grade point average of 3.0. Further information on the Peabody Scholars Program may be obtained from Professor Megan Saylor in the Psychological Sciences Department.

Interdisciplinary Majors

PEABODY College, in conjunction with the College of Arts and Science, offers four interdisciplinary majors. These majors are to be taken as second majors only and are constructed around academic disciplines particularly appropriate for future teachers (except secondary), but are not limited to students entering teacher education. The interdisciplinary major consists of 36 hours of study and draws upon the academic resources of a number of departments throughout the University. Students follow the Liberal Education Core requirements of their first major.

Language and Literacy Studies (36 hours)

COMMUNICATIONS.

6 hours from:

CMST 1500, Fundamentals of Public Speaking; CMST 1850 Interpersonal Communications

ENGLISH.

9 hours from:

ENGL1230W, 1270W or 1260W and 1250W and 3210 and above

EDUCATION.

9 hours from:

ENED 2100, 2200 or 4963 (3 hours); ENED 2430, ENED 3310 (3 hours); SPED 2430 or PSY-PC 3150 (3 hours)

ADDITIONAL COURSES

12 hours from two areas:

ANTH 1601, Introduction to Language and Culture; ANTH 2601, Introduction to Linguistics; ANTH 2602, Anthropological Linguistics; ANTH 2603 Comparative Writing Systems; CMST 2800, Rhetoric of Civic Life; CMST 3000, Rhetoric of American Experience, 1640-1865; CMST 3001, Rhetoric of American Experience, 1865-1945; CMST 2900, Values of Modern Communication; CMST 3002, Rhetoric of the American Experience 1945-Present; CMST 2950, Rhetoric of Mass Media; PHIL1003, General Logic; PSCI 2242, Political Communication; THTR 1010, Fundamentals of Theatre

Mathematics and Science Studies (35–37 hours)

BIOLOGICAL SCIENCES.

4 hours from:

BSCI 1100 and 1100L, Biology Today; BSCI 1105, Human Biology; BSCI 1510 and 1510L, or BSCI 1511 and 1511L, Introduction to Biological Sciences; BSCI 1103, Green Earth, the Biodiversity and Evolution of Green Plants

CHEMISTRY.

4 hours from:

CHEM1010L and 1010, or CHEM 1020L and 1020, Introductory Chemistry; CHEM 1601 and 1601L, or CHEM 1602 and 1602L, General Chemistry

PHYSICS.

4 hours from:

PHYS 1010 and 1010L, Introductory Physics; PHYS 1601 and 1601L or 1602 and 1602L, General Physics

EARTH AND SPACE SCIENCES.

3-4 hours from:

ASTR 1010 and 1010L, Introductory Astronomy: Stars and Galaxies; EES 1510 and 1510L, The Dynamic Earth; EES 1030 and 1030L, Oceanography; EES 1080, Earth and Atmosphere; EES 1140, Ecology, Evolution, and Climate through Time

HISTORY/ PHILOSOPHY OF SCIENCE.

3 hours from:

ASTR 2130, Theories of the Universe; HIST 2800, Modern Medicine; PHIL 3616, Philosophy and the Natural Sciences

CALCULUS.

8-9 hours from:

MATH 1200, 1201, and 2200, Single-Variable Calculus I, II, and III; MATH 1300 and 1301, Accelerated Single-Variable Calculus I and II

PROBABILITY AND STATISTICS.

3 hours from:

MATH 2820 Introduction to Probability and Mathematics Statistics; MATH 3700, Discrete Mathematics; PSY-PC 2110 Introduction to Statistical Analysis

GEOMETRY.

3 hours from:

MATH 3200, Introduction to Topology; MATH 3210, Transformation Geometry; MATH 3310, Introduction to Mathematical Logic

ALGEBRA

3 hours from:

MATH 2410, Methods of Linear Algebra; MATH 2600, Linear Algebra; MATH 3300, Abstract Algebra

Natural Science Studies (35–36 hours)

BIOLOGICAL SCIENCES.

8 hours from:

BSCI 1100/1100L, Biology Today; BSCI 1105, Human Biology; BSCI 1510 and 1510L, and/or 1151 and 1151L, Introduction to Biological Sciences; BSCI 1103, Green Earth, the Biodiversity and Evolution of Green Plants

CHEMISTRY.

8 hours from:

CHEM 1010L and 1010 and/or 1020L/1020, Introductory Chemistry; CHEM 1601 and 1601L and/or 1602 and 1602L, General Chemistry

PHYSICS.

4 hours from:

PHYS 1010 and 1010L, Introductory Physics; PHYS 1601/1601L or 1602 and 1602L, General Physics

EARTH AND SPACE SCIENCES.

3-4 hours from:

ASTR 1010/1010L Introductory Astronomy: Stars and Galaxies; EES 1510 and 1510L, The Dynamic Earth; EES 1030 and 1030L, Oceanography; EES 1080 Earth and Atmosphere; EES 1140, Ecology, Evolution, and Climate through Time

HISTORY/ PHILOSOPHY OF SCIENCE.

3 hours from:

ASTR 2130, Theories of the Universe; HIST 2800, Modern Medicine; PHIL 3613, Philosophy and the Natural Sciences

ELECTIVES.

9 hours (3 additional courses) in:

Astronomy, Biological Sciences, Chemistry, Earth and Environmental Sciences, Physics, or History and Philosophy

Second Language Studies (36 hours)

EDUCATION.

9 hours from:

EDUC 3730, ELL Educational Foundations; EDUC 3750, Linguistics and Language Acquisition for ELL Teachers; ENGL 1260W, Introduction to Literary and Cultural Analysis

PSYCHOLOGY.

3 hours from:

PSY-PC 1250, Developmental Psychology; PSY-PC 2600, Educational Psychology

LINGUISTICS.

3 hours from:

ANTH 1101, Introduction to Linguistics; ENED 2430, Fostering Language in Diverse Classrooms; SPED 2430, Introduction to Language and Communication

FOREIGN LANGUAGE.

12 hours of language courses from:

Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, or Spanish

ELECTIVES.

9 hours of elective courses are to be selected to reflect a concentration within a specific foreign language. Students MUST consult with their advisers when selecting elective hours.

For elementary or early childhood majors seeking an added endorsement in ELL, in addition to the above major requirements, the following 9 hours are required: EDUC 3740, ELL Methods and Materials (3 hours); EDUC 3760, Assessment of ELL (3 hours); EDUC 3731, 3742, and 3763, Practicum for ELL (3 hours)

Social Studies (36 hours)

Students selecting an interdisciplinary major in social studies will have seven options available to them. Each option requires 18 hours of study focused on a single social science discipline that is supplemented with 18 hours of course work drawn from studies within other social sciences. The seven options available to students include a focus on any of the following areas of study: Anthropology, Economics, American History, European History, American Politics, World Politics, or Sociology.

Anthropology

9 hours from:

ANTH 1101, Introduction to Anthropology; ANTH 1201 Introduction to Archaeology; ANTH 1301, Introduction to Biological Anthropology

9 hours in specified courses:

A Comparative Anthropology and Anthropological Theory Course (3 hours)

An Archaeology and Physical Anthropology Course (3 hours)

An Ethnography, Ethnohistory, and Linguistics Course (3 hours)

Six courses (18 hours) drawn from at least three areas: Economics, History, Political Science, and Sociology

Economics

9 hours required from:

ECON 1010, Principles of Macroeconomics; ECON 1020, Principles of Microeconomics; ECON1500, Economic Statistics

Additional 9 hours in Economics Courses

Six courses (18 hours) drawn from at least three areas: Anthropology, History, Political Science, and Sociology

United States History

6 hours from:

HIST 1390, America to 1776; HIST 1400, U.S. 1776-1877; HIST 1410, U.S. 1877-1945; HIST 1420, U.S. Post-1945

Additional four courses (12 hours) of United States History courses from:

HIST 1390-1440, 1660, 1690, 1720, 1730, 2580, 2590, 2610-2650, 2690-2722

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, Political Science, and Sociology

European History

6 hours from:

HIST 1350, History of Western Civilization to 1700; HIST 1360, History of Western Civilization since 1700

Additional four courses on European History from:

HIST 1600, 2130 2135, 2220-2410

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, Political Science, and Sociology

American Politics

3 hours from:

PSCI 1100, Intro. to American Government and Politics

Any five (15 hours) of the following PSCI courses: 2204, 2222, 2240-2246, 2248, 2251, 2255, 2256, 2259, 2262, 3247, 3249, 3250, 3252-3254, 3258, 3260, 4275

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, History, and Sociology

World Politics

3 hours from:

PSCI 1101, Introduction to Comparative Politics; PSCI 1102, Introduction to International Politics

Any five (15 hours) of the following PSCI courses: 2210, 2212-2216, 2218-2227, 2230-2234, 2236, 3211, 3217, 3228, 3229, 3235

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, History, Sociology

Sociology

6 hours from:

SOC 1010, Introduction to Sociology, or SOC 1020, Contemporary Social Problems (3 hours); SOC 3001, Sociological Perspectives (3 hours)

4 courses (12 hours) 3 hours from each of the following areas:

A sociology course drawn from the core area of Crime, Law, and Deviance

A sociology course drawn from the core area of Organizations, Politics, and Inequality

A sociology course drawn from the core area of Family, Medicine, and Mental Health

A sociology course drawn from the core area of Culture and Social Change

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, History, and Political Science

Majors in Child Development, Child Studies, and Cognitive Studies

CHAIR Bethany Rittle-Johnson

DIRECTOR OF UNDERGRADUATE STUDIES Leigh Scheer

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

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

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

ASSOCIATE CLINICAL PROFESSORS Nina Martin, F. Joseph McLaughlin III

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

ASSISTANT PROFESSOR OF THE PRACTICE Vicki Harris

PRINCIPAL SENIOR LECTURER Leigh Wadsworth

SENIOR LECTURERS Shane Hutton, Julia Noland

LECTURERS Li Chen, Jennifer Dunbar

Major in Child Development

THE child development major is designed for students who wish to study children (infancy through adolescence) and the family, cultural, peer, school, and neighborhood contexts in which they live. The major is designed to provide a strong background in the social and behavioral sciences related to child development, a focused understanding of the scientific study of children and the contexts in which they develop, and opportunities for supervised and independent research on aspects of child development in ways that enable students to link theories and prior research to research design and data on children's development. The major is excellent preparation for graduate study in selected social science and professional fields (e.g., psychology, medicine, nursing, education, public policy) and offers an excellent complementary (or second) major for undergraduate students simultaneously pursuing a major in cognitive studies, elementary education, human and organizational development, or special education.

The child development curriculum is designed to ensure that students develop a background in the liberal arts and sciences; a clear understanding of the theories, major research findings, and research methods central to the field of child development; and an area of focus or expertise in child development. Development of background in the liberal arts and sciences occurs within the context of the Liberal Education Core, composed of required and elective courses in communications, humanities, mathematics, natural sciences, and social sciences. A clear understanding of theory and research central to the field is developed through the major core courses. These include an overview of child development, courses focused on the domains of psychological processes central to human development (cognition; social and personality development), courses related to major epochs of child development (infancy and adolescence), and courses devoted to the major research methodologies in the field (experimental, observational, psychometric). Students select an area of concentration (major elective area) to complement the field as a whole.

Honors Program

The Honors Program in child development offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in child development are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and at least a 3.2 in child development courses.

Students who complete the program successfully and who have a final grade point average of at least 3.2 will receive Honors or Highest Honors in child development. The program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from the director of the Honors Program, the director of undergraduate studies, or the department education coordinator.

Curriculum

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 40 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a "W" after the course number (A&S courses) or end with the digit "7" (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Major Requirements. 30 hours.

Students take a minimum of 30 hours in child development. The core consists of seven courses (21 hours) in developmental areas, epochs, and methods, and a minimum of three additional courses (9 hours) in an elective area of specialization.

Major Core. 21 hours.

PSY-PC 1250. Developmental Psychology
PSY-PC 2250. Cognitive Aspects of Human Development
PSY-PC 2400. Social and Personality Development
PSY-PC 2120. Statistical Analysis

One of the following two courses:

PSY-PC 2500. Infancy
PSY-PC 2550. Adolescent Development

Two of the following courses:

PSY-PC 2170. Experimental Methods, or
Psy 2150. Principles of Experimental Design
PSY-PC 3722. Psychometric Methods
PSY-PC 3724. Psychometrics
PSY-PC 3860, 3980, 3981, 4998, 4999; Psy 3840, 3980, 4998, 4999. Directed Research or Honors Research (Only 3 hours of either Directed Research or Honors Research can be applied to this requirement.)

Major Elective Area. A minimum of 9 hours.

Any course in the Department of Psychology and Human Development (Peabody) or the Department of Psychology (A&S) that is not being used to meet another psychology requirement can be used as an elective (except, Psy 1200, Psy 2100, PSY-PC 1205/1207, 2110, 3870).

Additionally, the following courses may serve as electives. With the approval of the adviser, program director, or director of undergraduate studies, other courses may also be used as part of the child development elective area.

Education 3120. Children in Families and Schools
Education 3140. Learning and Development in Early Childhood Education
English Education 2430. Fostering Language in Classrooms
English Education 2100. Literature and Drama for Young Children
English Education 2200. Exploring Literature for Children
HODC 3232. Ethics for Human Development Professionals
HODC 3342. Introduction to Community Psychology
Neuroscience 2201. Neuroscience
Neuroscience 3269. Developmental Neuroscience
Philosophy 3617. Philosophy of Language
PSY-PC 3850.* Independent Study

PSY-PC 3860.* Directed Research
PSY-PC 3980 or Psychology 3980, 3981, 4998, 4999* Honors Research
SPED 2120. Family Interventions
SPED 2160. Cultural Diversity in American Education
SPED 2310. Managing Academic and Social Behavior
SPEDH 3348. Language and Learning
SPEDS 2430. Introduction to Language and Communication

NOTE: Research/experiential courses marked * above may be repeated freely for elective credit toward graduation. However, only a total of 6 hours from among these courses, in any combination, may be used as elective credit within the major.

Second Major or Electives. 50 hours (or less if additional hours are earned in the Liberal Education Core, Major Core, or Major Elective Area).

Major in Child Studies

PEABODY has long had great strength in the area of child studies. The 36-hour interdisciplinary major in child studies draws on courses from psychology, education, special education, and human and organizational development. The major is excellent pre-professional preparation for students interested in graduate school in psychology or education, in law (e.g., child and family advocacy), or in various health related areas (e.g., medicine, nursing) involving children. It is also appropriate for students who are interested in gaining a broader understanding of children and families in contemporary society. The major areas covered are: developmental psychology; learning; research methods; language and literacy; and families, community, and diversity.

Honors Program

The Honors Program in child studies offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in child studies are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and a 3.2 in child studies courses. Students who complete the program successfully and who have a final grade point average of at least 3.2 will receive Honors or Highest Honors in child studies. The program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from the director of the Honors Program, the director of undergraduate studies, or the department education coordinator.

Curriculum

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 40 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a "W" after the course number (A&S courses) or end with the digit "7" (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Child Studies Major Courses

DEVELOPMENT COURSES. (9 hours)

PSY-PC 1250. Developmental Psychology
PSY-PC 2250. Cognitive Aspects of Human Development
PSY-PC 2400. Social and Personality Development
PSY-PC 2500. Infancy
PSY-PC 2550. Adolescent Development

LEARNING. (3 hours)

Mathematics Education 2100 or 2200
Science Education 2200 or Social Studies Education 2100
PSY-PC 2600. Educational Psychology
SPED 2310. Managing Academic and Social Behavior

RESEARCH METHODS. (3 hours)

PSY-PC 2170. Experimental Methods, or
Psy 2150. Principles of Experimental Design
PSY-PC 3722. Psychometric Methods
PSY-PC 3724. Psychometrics
HOD 2500. Systematic Inquiry

FAMILIES, COMMUNITY, AND DIVERSITY. (6 hours)

EDUC 1220. Society, School, and the Teacher
EDUC/SPED 2160. Cultural Diversity in American Education
EDUC 3120. Children in Families and Schools
EDUC 3620. Social and Philosophical Aspects of Education
HODH 3221. Health Service Delivery to Diverse Populations
HODC 3202. Social Problems I
HODC 3342. Introduction to Community Psychology
SPED 1210. Introduction to Exceptionality
SPED 2120. Family Intervention

LANGUAGE AND LITERACY. (6 hours)

ANTH 2601. Introduction to Linguistics
EDUC 3114. Language and Literacy Learning in Young Children
EDUC 3214. Theory and Method of Reading Instruction in Elementary Schools
ENED 2430. Fostering Language in Classrooms
ENED 2100. Literature and Drama for Young Children
ENED 2200. Exploring Literature for Children
PHIL 3617. Philosophy of Language
PSY-PC 3130. Introduction to Formal Linguistics
PSY-PC 3150. Language Development
SPEDS 2430. Introduction to Language and Communication
SPEDH 3348. Language and Learning

ELECTIVES IN CHILD STUDIES. (9 hours)

Any course in the Department of Psychology and Human Development (Peabody) or the Department of Psychology (A&S) that is not being used to meet another psychology requirement can be used as an elective (except PSY 1200, Psy 2100, PSY-PC 1205/1207, 2110, and 3870).

Additionally, the following courses may serve as electives. With the approval of the adviser, program director, or director of undergraduate studies, other courses may also be used as part of the child studies elective area.

ANTH 2601. Introduction to Linguistics
EDUC 1220. Society, the School, and the Teacher
EDUC 2160. Cultural Diversity in American Education
EDUC 3120. Children in Families and Schools
EDUC 3212. Introduction to Reading Processes and Assessment
EDUC 3214. Theory and Methods of Reading Instruction in Elementary Schools
EDUC 3620. Social and Philosophical Aspects of Education
ENED 2200. Exploring Literature for Children
ENED 2430. Fostering Language in Diverse Classrooms
HOD 2500. Systematic Inquiry
HODC 3342. Introduction to Community Psychology
MTED 2200. Mathematics for Elementary Teachers

PHIL 3617. Philosophy of Language
SPED 2160. Cultural Diversity in American Education
SPEDH 3348. Language and Learning
SPEDS 2430. Introduction to Language and Communication
PSY-PC 3850.* Independent Study
PSY-PC 3860.* Readings and Research for Undergraduates
PSY-PC 3980, 3981, 4998, 4999, or Psy 3980, 3981, 4998, 4999.* Honors Research
HOD 3232. Ethics for Human Development Professionals
HODC 3202. Community Development Theory

NOTE: Research/experiential courses marked * above may be repeated freely for elective credit toward graduation. However, only a total of 6 hours from among these courses, in any combination, may be used as elective credit within the major.

Major in Cognitive Studies

THE cognitive studies major is designed for students who wish to become active inquirers into the processes by which people learn to think, solve problems, and reason. The major encourages the development of flexible reasoning and problem-solving skills that are useful in a wide variety of endeavors. The major is excellent preparation for graduate study in the social and behavioral sciences as well as for areas (such as medicine and law) that place importance on inquiry and clear thinking.

The curriculum is planned to ensure that students receive a strong background in both science and the liberal arts, with an emphasis on problem solving and complex decision making. The courses in the core curriculum focus on various aspects of human cognition, including communication, cognitive development, basic cognitive processes, applications of theories of knowledge, and sociocultural aspects of learning. Students are encouraged to consult their advisers about pursuing a second major or developing an area of concentration that is consistent with their career plans. The major also emphasizes an appreciation of the scientific method and the research process; numerous opportunities exist to pursue independent study in close collaboration with faculty members.

Leadership and success in our society will depend increasingly on one's ability to process complex information, solve difficult problems using systematic analysis, and facilitate the learning of others. The knowledge and experience gained by students in cognitive studies will allow them to be full participants in the society of learners who represent the future.

Honors Program

The Honors Program in cognitive studies offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in cognitive studies are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and a 3.2 in cognitive studies courses. Students who complete the program successfully and who have a final grade point average of at least 3.2 will receive Honors or Highest Honors in cognitive studies. The program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from the director of the Honors Program, the director of undergraduate studies, or the department education coordinator.

Curriculum

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 40 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must

successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a “W” after the course number (A&S courses) or end with the digit “7” (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins..

Major Requirements. 33 hours.

Students take a minimum of 33 hours in Cognitive Studies. The core consists of four courses (12 hours), a minimum five additional courses (15 hours) in the elective area, and two courses (6 hours) in the Methods of Inquiry area.

Major Core. 12 hours.

PSY-PC 1205. Minds, Brains, Contexts, and Cultures
or 1207.

PSY-PC 2200. Psychology of Thinking
or Psy 3120. Cognitive Psychology

PSY-PC 3650. Advanced Topical Seminar

One of the following:

PSY-PC 2170. Experimental Methods or

Psy 2150. Principles of Experimental Design

Methods of Inquiry. 6 hours.

May also be used to satisfy Liberal Education Core requirements

ANTH 1301, 2211

CHEM 2100

CS 1101 or 2212

CS 1103 Intro to Programming for Engineer and Science

CS 1104 Intro to Programming and Problem Solving in Python

EES 2250

EES 3250

HOD 2500

HODC 3222

PHIL 1003, 3003, 3616

PSY-PC 2120, 3722, 3724

PSY 3840

PSY 3980

PSY 3981

PSY-PC or Psy 3980, 3981, 4998, 4999 (Only 3 hours from any of these courses can be applied to this requirement)

SOC 3002

SPED 2310

SPEDH 3871/SPEDS 3871

Major Elective Area. 15 hours

Any course in the Department of Psychology and Human Development (Peabody) or the Department of Psychology (A&S) that is not being used to meet another psychology requirement can be used as an elective (except PSY-PC 1250, 2110, 3870, Psy 1200, Psy 2100).

Additionally, the following courses may serve as electives. With the approval of the adviser, program director, or director of undergraduate studies, other courses may also be used as part of the cognitive studies elective area.

ANTH 1301. Biological Anthropology

ANTH 2601. Introduction to Linguistics

ENED 2430. Fostering Language in Classrooms

EDUC 3140. Learning and Development in Early Childhood Education

NSC 2201. Neuroscience

PHIL 3617. Philosophy of Language

PHIL 3630. Philosophy of Mind

PSY-PC 3850.* Independent Study

PSY-PC 3860, Psy 3840.* Directed Research

PSY-PC 3980, 3981, 4998, 4999, or Psy 3980, 3981, 4998, 4999.* Honors Research

SPEDS 2430. Introduction to Language and Communication

PSY 4218. Computational Cognitive Modeling

SPEDH 3348. Language and Learning
SPEDS 2430. Into Lang. & Communication

NOTE: Research/experiential courses marked * above may be repeated freely for elective credit toward graduation. However, only a total of 6 hours from among these courses, in any combination, may be used as elective credit within the major.

Second Major and Electives. 51---52 hours.

Minors

The Minor in Child Development

The minor in child development consists of 18 hours in the following courses:

PSY-PC 1250. Developmental Psychology
PSY-PC 2110. Introduction to Statistical Analysis (may be taken as part of the Liberal Education Core)

One of the following:

PSY-PC 2250. Cognitive Aspects of Human Development
PSY-PC 2400. Social and Personality Development

One of the following:

PSY-PC 2500. Infancy
PSY-PC 2550. Adolescent Development

One of the following:

PSY-PC 2170. Experimental Methods
Psy 2150. Principles of Experimental Design
PSY-PC 3722. Psychometric Methods

One child development elective course

(Any of the courses above not taken to meet a minor requirement or any course listed as an elective for the child development major)

The Minor in Cognitive Studies

The minor in cognitive studies consists of 15 hours in the following courses:

REQUIRED COURSES. (6 hours)

PSY-PC 1205. Minds, Brains, Contexts, and Cultures
or PSY-PC 1207.
PSY-PC 2200. Psychology of Thinking
or Psy 3120. Cognitive Psychology

ELECTIVE COURSES. (9 hours)

ANTH 2601. Introduction to Linguistics
ENED 2430. Fostering Language in the Classroom
PSY-PC 1115. First-Year Seminar
or PSY-PC 1157.
PSY-PC 2250. Cognitive Aspects of Human Development
PSY-PC 2300. Social and Emotional Context of Cognition
PSY-PC 2400. Social and Personality Development
PSY-PC 3150. Language Development
PSY-PC 3650. Advanced Topical Seminar (Intended for students
beyond the first year. May be repeated if no duplication of content.)
Psy 3775. Human Memory
Psy 3635. Health Psychology
PSY-PC 3200. Introduction to Clinical Psychology
PSY-PC 3860, 3980, 3981, 4998, 4999. Directed Research/Honors Research (may *not* be repeated for minor credit)
SPEDS 2430. Introduction to Language and Communication

The Minor in Language Sciences

The minor in Language Sciences is offered through the Department of Psychology and Human Development. The emphasis is on language theory and research in the behavioral sciences. A working knowledge of the basic processes involved in speaking, understanding, and reading will be beneficial to students interested in the learning sciences. Total of 15 credit hours required for program or track completion.

Two of the following (*6 hours*):

PSY-PC 3130. Introduction to Formal Linguistics

PSY-PC 3140. Psychology of Language

Three of the following (*9 hours*):

ANTH 1601. Introduction to Language and Communication

PSY-PC 3150. Language Development

PSY-PC 3160. Bilingualism

PSY-PC 3170. Cognitive Science of Reading

PSY-PC 3180. How We Talk

PSY-PC 3190. Language and the Brain

PSY-PC 3860. Directed Research (Must work on a study or project related to language sciences)

SPEDS 2430. Introduction to Language and Communication

SPEDH 3348. Language and Learning

PHIL 3617. Philosophy of Language

The Minor in Quantitative Methods

Quantitative skills are highly valued in a variety of fields. Training provided by the quantitative methods minor can provide a competitive edge on the job market or for future graduate study. Many advances in quantitative methods used in the social sciences and education are not covered in standard undergraduate introductory statistics courses. This minor exposes students to more recent developments in quantitative methods with concrete applications to practice. The quantitative methods minor helps students become better consumers and producers of scientific research. Students will have the opportunity to learn from leading experts in the statistical analysis of social science data.

Structure of the Minor

Prerequisite for the minor is completion of the introductory statistics sequence that is already required by the undergraduate psychology majors. This sequence is:

PSY-PC 2110. Introduction to Statistical Analysis (*3 hours*)

or PSY 2100. Quantitative Methods (*3 hours*)

And

PSY-PC 2120. Statistical Analysis (*3 hours*)

The quantitative methods minor is an 18-hour minor. The 18 hours include both PSY-PC-2110 (or PSY 2100) and PSY-PC 2120, and these serve as prerequisite courses for the electives. Following completion of these prerequisite courses (6 hours; required), the minor requires four additional courses (12 hours; electives). Any four courses offered by the Quantitative Methods program are applicable. At most, three hours of directed research/independent study can count toward the minor. Students with interest in directed research/independent study can contact individual quantitative methods faculty directly.

Courses that would satisfy the elective requirements (pick 4):

PSY-PC 3722. Psychometric Methods

PSY-PC 3724. Psychometrics

PSY-PC 3727. Modern Robust Statistical Methods

PSY-PC 3730. Applied Latent Class and Mixture Modeling

PSY-PC 3732. Latent Growth Curve Modeling

PSY-PC 3735. Correlation and Regression

PSY-PC 3738. Introduction to Item Response Theory

PSY-PC 3743. Factor Analysis

PSY-PC 3746. Multivariate Statistics

PSY-PC 3749. Applied Nonparametric Statistics

Prior to enrolling in a specific course, please contact the instructor regarding prerequisite courses. Undergraduates may request to be enrolled in QM graduate courses not yet cross-listed as undergraduate courses by using a substitution form, with permission of instructor. We anticipate adding more courses to the list of electives, which will be posted at peabody.vanderbilt.edu/departments/psych/undergraduate_programs/quantitative_methods_minor.php

For inquiries about the quantitative methods minor, email kris.preacher@vanderbilt.edu

Majors in Early Childhood and Elementary Education, and Secondary Education

CHAIR Deborah W. Rowe

ASSOCIATE CHAIR Marcy Singer-Gabella

DIRECTOR OF UNDERGRADUATE STUDIES Melanie Hundley

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

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

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

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

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

RESEARCH ASSISTANT PROFESSORS Caroline Christopher, Kelley Durkin, Jennifer Ufnar

ASSOCIATE PROFESSORS Amanda Goodwin, Ebony McGee

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

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

ASSISTANT PROFESSORS OF THE PRACTICE Teresa Dunleavy, Elizabeth Self

PRINCIPAL SENIOR LECTURER Jeanne Peter

SENIOR LECTURERS Andrea Henrie, Kristen Weeks Neal

LECTURERS Rebecca Peterson

Early Childhood and Elementary Education

Early Childhood Education

THE specialization in early childhood education (ECE) is a field-oriented program designed to prepare students for work with children in preschool programs and in primary grades (grades PreK-3). Beginning in the freshman year, students observe and participate in local schools and agencies and in experimental classrooms on campus. Most Liberal Education Core courses are taken in the College of Arts and Science.

Students must combine a specialization in early childhood education with a second major. Course work beyond the standard 120-hour program may be required for some double majors.

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 graduation, which may be different from licensure requirements in effect at the time they entered Vanderbilt. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Student Affairs.

B.S. Degree Requirements

Early Childhood Education (PreK–3 Licensure)

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 60 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the *Peabody Undergraduate Handbook* (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a "W" after the course number (A&S courses) or end with the digit "7" (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Professional Education Core. 34 hours.

EDUC 1220, 3120, 3212, 3214, 3215, 3270; HMED 3250; MTED 3250; PSY-PC 2600; SCED 3240; SSSED 3240; SPED 1210

Field Experiences. 15 hours.

EDUC 3216, 3240, 4952, 4962, MTED 3251

A second major is required.

For students interested in PreK-5 licensure, it may be possible to combine course work from the early childhood major and the elementary major. Interested students should discuss this with Professor Brian Kissel.

Elementary Education

THE specialization in elementary education is field-oriented and designed to prepare students to teach children in grades K-5. Beginning in the freshman year, students observe and participate in local schools and experimental classrooms on campus. Most Liberal Education Core courses are taken in the College of Arts and Science.

Students must combine a specialization in elementary education with a second major in the liberal arts, an interdisciplinary major, or another major offered by Peabody College or the College of Arts and Science. Course work beyond the standard 120-hour program may be required for some double majors.

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 graduation, which may be different from licensure requirements in effect at the time they entered the program. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.

B.S. Degree Requirements

Elementary Education (K-5 Licensure)

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 60 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a "W" after the course number (A&S courses) or end with the digit "7" (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Professional Education Core. 28 hours.

EDUC 1220, 3212, 3214, 3215, 3270; MTED 3250; SCED 3240; SSSED 3240; HMED 2250; SPED 1210; PSY-PC 2600

Field Experiences. 15 hours.

EDUC 3216, 3240, 4952, 4962; MTED 3251

An approved second major is required.

For students interested in PreK-5 licensure, it may be possible to combine course work from the early childhood major and the elementary major. Interested students should discuss this with Professor Brian Kissel.

Secondary Education

The major in secondary education is designed to prepare the student to teach one or more subjects at the secondary level (grades 6–12). Students must complete Liberal Education Core requirements, Professional Education requirements, and a primary area of emphasis in at least one endorsement field, which involves 27 to 36 hours of course work in the discipline and results in a major in that area as defined by the College of Arts and Science. Specific requirements for a second area of endorsement may be obtained from the Office of Teacher Licensure in the Peabody Administration Building. Students must take the appropriate methods course for each area of endorsement.

Vanderbilt students seeking teacher licensure must apply through the Peabody Office of Teacher Licensure and must meet licensure requirements in effect at the time of their graduation, which may be different from licensure requirements in effect at the time they entered Vanderbilt. Licensure requirements are currently undergoing change. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Undergraduate Academic Affairs.

B.S. Degree Requirements Secondary Education (6–12 Licensure)

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 60 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the *Peabody Undergraduate Handbook* (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a “W” after the course number (A&S courses) or end with the digit “7” (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Secondary Education Undergraduate Courses

FOUNDATIONAL AND CORE COURSES

EDUC 1220. School and Society [3]

SPED 1210. Introduction to Exceptionality [3]

PSY-PC 2550. Adolescent Development [3]

EDUC 3620. Social and Philosophical Foundations of Education [3]

EDUC 3310. Classroom Ecology [3]

FIELD BASED COURSES

EDUC 3871. Practicum in Secondary Education I [1]

EDUC 3872. Practicum in Secondary Education II [1]

ENED, MTED, SCED, or SSED 3371. Practicum in Secondary Education III [1]

EDUC 4953. Student Teaching in the Secondary School [9]

CONTENT AREA COURSES

English

ENED 3340. Reading and Learning with Print and New Media [3]
ENED 3357. Literature, Pop Culture, and New Media [3]
ENED 3370. Teaching Literature and New Media in the Secondary Schools [3]
ENED 3380. Teaching Writing in Secondary Schools [3]
ENED 4963. Student Teaching Seminar: Secondary [3]

Mathematics

MTED 3320. Introduction to Literacies in Mathematics [3]
MTED 3360. Computers, Teaching, and Mathematical Visualization [3]
MTED 3370. Teaching Mathematics in Secondary School [3]
MTED 4963. Student Teaching Seminar: Secondary [3]

Science

SCED 3320. Introduction to Literacies in Science [3]
SCED 3400. Modeling in the Secondary Classroom [3]
SCED 3370. Teaching Science in Secondary Schools [3]
SCED 4963. Student Teaching Seminar: Secondary [3]

Social Studies

SSED 3320. Introduction to Literacies in Social Studies [3]
SSED 3260. Human Geography [3]
SSED 3370. Teaching Social Studies in Secondary Schools [3]
SSED 4963. Student Teaching Seminar: Secondary [3]

An approved second major is required.

B.S. Degree Requirements Educational Studies

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 60 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located on the online *Peabody Undergraduate Handbook* (<http://Peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a “W” after the course number (A&S courses) or end with the digit “7” (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-year Seminars when open registration begins.

Major Foundations. 9 hours.

EDUC 1220 Society, School & Teacher, SPED 1210 Introduction to Exceptionality, PC-PSY 1250 or 2550 Developmental Psychology

Learning and Equity in Diverse Contexts Specialization

Learning and equity in diverse contexts is focused on the interaction of learning, design, and context in out-of-school settings, attracting students who are interested in learning in informal settings. This specialization is appropriate for students who envision themselves working and learning with students out of traditional classroom settings.

Note: Students may enroll in this specialization after matriculation to the university, but may not be admitted directly into this program. Educational Studies can serve as a student's first or second major, but must be a third major or minor if combined with a licensure program. Students must use the Change of Major/Minor Declaration/Change form to declare educational studies as their first, second, or third major.

LEARNING, DEVELOPMENT AND CONTEXT CORE *(9 hours chosen from the following)*

EDUC 3140. Learning and Development in Early Childhood Education
EDUC 2160. Cultural Diversity in American Education
EDUC 3120. Children in Families and Schools
EDUC 2920. Social & Philosophical Aspects of Education

FIELD WORK IN EDUCATIONAL STUDIES *(12 hours)*

EDUC 3861. Initial Fieldwork in Educational Studies [3]
EDUC 3862. Advanced Fieldwork in Educational Studies [3]
EDUC 4950. Capstone Fieldwork in Educational Studies [6]

PLUS ELECTIVE COURSES *(3 hours)*

EDUC 3180/3270. Managing Instructional Settings
ENED 2430. Fostering Language in Diverse Classrooms
ENED 3350. Literature, Popular Culture & New Media
HMED2150/2250. Children's Development in the Arts
MTED 2100. Young Children's Mathematical Thinking and Learning
MTED 3320. Intro to Math Literacies
MTED 3360. Math Visualizations
PC-PSY 2600. Educational Psychology
PHIL 3603. Philosophy of Education
SCED 3320. Intro to Science Literacies
SSED 2100. Scientific and Historical Reasoning in Young Children
SSED 3260. Human Geography
SPED 3332. High Poverty Youth

Additional courses as approved by adviser and UAC

Early Childhood and Elementary Education, and Secondary Education Specializations

These are alternative education studies specializations that are available only to students with these first majors who discover they are unable to complete their major requirements pre-student teaching after it is too late to complete a different first major to graduate. These educational studies specializations are initiated by the director of undergraduate studies, in consultation with the student and the early childhood, elementary, or secondary education major advisers. Students must use the Change of Major/Minor Declaration/Change form to declare education studies as their first or second major.

Early Childhood and Elementary Specializations *(23 hours)*

EDUC 3212. Introduction to Reading Processes and Assessment [3]
EDUC 3214. Reading in Elementary Schools [3]
EDUC 3215. Language Arts in Elementary Schools [3]
MTED 3250. Teaching Mathematics in Elementary Schools [2]
SSED 3240. Teaching Social Studies in Elementary Schools [2]
SCED 3250. Teaching Science in Elementary Schools [2]
HMED 2250. Introduction to Arts Education [2]
EDUC 3270. Managing Instructional Settings [2]
EDUC 3216. ELE Practicum: Language and Literacy [1]
EDUC 3240. ELE Practicum: Science and Social Studies [1]
MTED 3251. ELE Practicum: Mathematics and Science [1]
PSY-PC 2600. Educational Psychology [3]

Secondary Specialization *(21 hours)*

EDUC 3310. Teaching in Secondary Schools [3]
EDUC 3720. Foundations for Teaching Linguistically Diverse Students [3]
EDUC 3620. Foundations of Education [3]

SCED/MTED/SSED 3320 [3] or ENED 3380. Teaching Methods in Secondary Schools [3]
ENED/SCED/MED/SSED 3370. Teaching Methods in Secondary Schools [3]
EDUC 3871. Practicum in Secondary Education I [1]
EDUC 3872. Practicum in Secondary Education II [1]
ENED /SCED/MTED/SSED 3360. Practicum in Secondary Education III [1]
SCED 3400. Modeling in the Secondary Classroom [3]
MTED 3360. Computers, Teaching, and Mathematical Visualization [3]
SSED 3260. Human Geography [3]
ENED 3357 Literature, Pop Culture, and New Media [3]
ENED 3310 Language Study in the Secondary Classroom [3]

Plus 3 hours of electives

Major in Human and Organizational Development

CHAIR Paul W. Speer

ASSOCIATE CHAIR Nicole A. Cobb

DIRECTOR OF UNDERGRADUATE STUDIES Leigh Z. Gilchrist

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

PROFESSOR OF THE PRACTICE, EMERITA Vera A. Stevens Chatman

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

RESEARCH PROFESSOR Mark Lipsey

PROFESSOR OF THE PRACTICE Andrew J. Finch, Sharon L. Shields, Mark D. Cannon

ASSOCIATE PROFESSOR EMERITUS Richard L. Percy

ASSOCIATE PROFESSORS Brian D. Christens,

ASSOCIATE CLINICAL PROFESSOR Nina C. Martin

ASSOCIATE PROFESSORS OF THE PRACTICE Kimberly D. Bess, Nicole A. Cobb, Leigh Z. Gilchrist, Sarah V. Suiter

ASSISTANT PROFESSORS Ashley Carse, David K. Diehl, Anjali Forber-Pratt, Yolanda J. McDonald, Jessica M. Perkins, Sara Safransky

RESEARCH ASSISTANT PROFESSORS Gabrielle Chapman, Caroline Christopher

ASSISTANT PROFESSORS OF THE PRACTICE Gina L. Frieden, Heather L. Smith

PRINCIPAL SENIOR LECTURERS Leslie D. Kirby, Andrew J. Van Schaack

SENIOR LECTURERS Heather Fedesco, Jeremy Payne

LECTURERS Kelly Duncan, Karen Enyedy, Heather C. Lefkowitz, Nancy Nolan, Kristen C. Tompkins

THE Human and Organizational Development major prepares students to solve human problems in organizations and communities. Doing so requires knowledge of human development, group dynamics, organizational theory and behavior, economics, public policy, statistics, and methods of inquiry. The curriculum is planned to ensure that students obtain a strong foundation in science and liberal arts, with an emphasis on developing writing, oral presentation, and analytic skills.

In addition to the core curriculum, students select a concentration or track that provides a focus for their study during the junior and senior years. The track options are Community Leadership and Development, Health and Human Services, International Leadership and Development, Leadership and Organizational Effectiveness, and Education Policy. Many students also add an additional major or minor which is handled through the respective departments of those programs.

The HOD program is guided by an active learning approach to education. Students learn new ideas and concepts through seminars, simulations, case studies, field experiences, and interaction with professionals in the field. In addition, students are required to complete a semester-long capstone internship during which they demonstrate the core competencies of HOD: understanding and solving problems in organizations and communities. Through the course work that accompanies the internship, students integrate and apply concepts from earlier classes to understand organizational performance and complete a project that enhances the effectiveness of the organization. Because the student chooses the internship placement, this experience also provides valuable vocational and career development in the student's field of interest. Students can apply for internships in Nashville, Chicago, New York, San Francisco, Washington, D.C., and London, England.

Graduates of the program assume positions in business, government agencies, social enterprises, and non-profit organizations. In addition, many students enter graduate or professional programs in business, community development, counseling, divinity, education, health promotion, human resource development, law, or medicine.

The core curriculum is designed to help students:

1. Understand the basic principles and typical patterns of human development across the life cycle and use this knowledge to understand their own behavior and the behavior of others;
2. Understand the principles of group dynamics and use this knowledge to provide leadership and facilitate decision making in small group settings;
3. Understand theories of organizations and apply them to the solution of organizational problems;
4. Apply quantitative and qualitative methods of systematic inquiry and analysis;
5. Understand basic economics including monetary and fiscal theory;
6. Understand public policy processes and the factors that influence policy making;
7. Understand the ethical dimensions of personal and organizational decisions and apply this understanding to analyze social issues and make professional and personal decisions;
8. Develop enhanced skills of synthesis including the ability to integrate ideas from various sources, to appreciate diversity, and to design innovative programs.

In addition, the program helps students develop the following skills:

1. *Written communication* with emphasis on developing a clear, concise, expository style and mastering the practical forms used in professional situations;
2. *Oral presentation* with emphasis on making informative and persuasive presentations with the effective use of technology and media;
3. *Analytic thinking* with emphasis on applying analysis, creative thinking, and the skills of systems thinking to the recognition, definition, and solution of personal, professional, organizational, and social problems;
4. *Interpersonal communication* with emphasis on inquiry, advocacy, and conflict resolution skills;
5. *Leadership* with emphasis on motivating others, managing talent, and teamwork.

Honors Program

The HOD Honors Program is designed for highly motivated students who want to pursue intensive research. It offers outstanding undergraduate HOD majors an opportunity to become involved in research teams with professors and graduate students. The program will help students develop skills in empirical research methods, writing, and presentation to provide a firm foundation for advanced graduate or professional training. The HOD Honors Programs requires a serious time commitment to a research project.

Application: Students may apply for the honors program at any time from the second semester of their sophomore year to the second semester of their junior year. The application must be approved by the faculty member with whom the student will work, and will outline the nature of the research project, which will ordinarily be an extension of the faculty member's ongoing research. Students must have completed HOD 1250, HOD 1300, HOD 2100, HOD 2500, and statistics (PSY-PC 2110, PSY 2100, or Econ 1500) and have an overall GPA of at least 3.6, across all classes, as of the end of the term in which they apply. This GPA must be maintained to graduate with honors. Applications will be evaluated by the Honors Committee, who will decide on admission, taking into consideration the numbers of applicants.

Requirements: Upon admission students will complete two semesters of honors seminar (for six total hours of credit), which can substitute for advanced electives in any track and may satisfy the writing course requirements. In the course, they will learn advanced research methods. In addition to the honors seminar, the student will work with the faculty sponsor on research for up to ten hours per week. Students must complete an empirical (quantitative or qualitative) honors thesis that is approved by two readers, and publicly present this work. Although not required, honors projects may be coordinated with HOD internships and the honors seminar is the one course that, with permission of both the instructor and Internship Director, may be taken in the same semester as internship. Honors theses are generally 30-35 double-spaced pages, including abstract and references. Students are additionally encouraged to attend departmental colloquia and to take at least one graduate course in their area of interest.

Awards of departmental Honors in HOD will depend on successful completion of the course and the thesis. Highest Honors may be awarded by vote of the Honors Committee. An award for Best HOD Honors Thesis will be given each year.

Curriculum

Students take a minimum of 120 hours.

Liberal Education Core Requirements. 40 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Quantitative Analysis, Science, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a "W" after the course

number (A&S courses) or end with the digit "7" (Peabody courses). The HOD Honors Seminar, HOD 4987, will satisfy the writing requirement. In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-Year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-Year Seminars when open registration begins.

Human and Organizational Development Professional Core. 18 hours.

These courses are listed in the Courses of Study section under Human and Organizational Development and will include the following topics:

HOD 1250. Applied Human Development
HOD 1300. Small Group Behavior
HOD 2100. Understanding Organizations
HOD 2400. Talent Management and Organizational Fit
HOD 2500. Systematic Inquiry
HOD 2700. Public Policy

Practicum and Capstone Internship. 12-18 hours.

The program includes a full-time capstone internship (12 hours, if completed in summer; 15 hours, if completed in fall or spring) and an optional 3 hour practicum experience.

Track. 15 hours.

A block of courses within the student's area of concentration: (1) Community Leadership and Development, (2) Health and Human Services, (3) International Leadership and Development, (4) Leadership and Organizational Effectiveness, and (5) Education Policy.

Electives. 30–35 hours.

The Minor in Human and Organizational Development

The minor in human and organizational development consists of 18 hours in the following courses:

REQUIRED COURSE. 3 hours.

HOD 1250 Applied Human Development

CHOOSE TWO ADDITIONAL CORE COURSES. 6 hours.

HOD 1300. Small Group Behavior
HOD 2100. Understanding Organizations (required for courses in the Leadership and Organizational Effectiveness track students)
HOD 2500 Systematic Inquiry
HOD 2700 Public Policy (HOD 2700 or PSCI 1100 required for courses in the Education Policy track)

TRACK LEVEL COURSES: 9 hours.

Students will choose three HOD track level courses (9 hours) to count towards the HOD minor. Picking three courses from a single track is not required. The tracks are Community Leadership and Development, Health and Human Services, International Leadership and Development, Leadership and Organizational Effectiveness, and Education Policy.

Community Leadership and Development Track

HODC 3202 Community Development Theory
HODC 3232 Ethics for Human Development Professionals
HODC 3262 Social Entrepreneurship: Principles and Application
HODC 3342 Introduction to Community Psychology
HODC 3352 Philanthropy and Social Problem Solving
HODC 3650 Community Development Seminar topics vary; up to two CLD seminars can count towards the minor)

Health and Human Services Track

HODH 3201 Introduction to Human Services
HODH 3211 Introduction to Counseling
HODH 3221 Health Service Delivery to Diverse Populations
HODH 3231 Introduction to Health Services
HODH 3241 Introduction to Health Policy
HODH 3650 Health and Human Services Seminar (Topics vary; up to two HHS seminars can count towards the minor)

International Leadership and Development Track

HODI 3200 Global Dimensions of Community Development

HODI 3210	Leadership and Change in International Organizations
HODI 3220	International Organizations and Economic Development
HODI 3230	Education and Economic Development
HODI 3240	Effectiveness in International For-Profit Organizations
HODI 3250	Building Knowledge Economics in Asia
HODI 3260	Education in the Asia-Pacific Region: Development, Reform, and Innovation
HODI 3270	Global Sustainable Development

Leadership and Organizational Effectiveness Track

HODL 3204	Leadership Theory and Practice (prerequisite or concurrent enrollment in HOD 2100)
HODL 3234	Advanced Organizational Theory (prerequisite or concurrent enrollment in HOD 2100)
HODL 3224	Analyzing Organizational Effectiveness
HODL 3244	Introduction to Human Resource Development
HODL 3254	Human Resource Management
HODL 3264	Evidence-based Practice in Organizations (prerequisite HOD 2100; concurrent enrollment allowed)
HODL 3274	Managing Organizational Change (prerequisite HOD 3204 or HOD 3234)

Education Policy Track

HODE 3205	Education Policy Analysis Methods (prerequisite HOD 2700 or PCSI 1100)
HODE 3215	Education and Public Policy (prerequisite HOD 2700 or PCSI 1100)
HODE 3225	Introduction to Public Finance of Education

Total hours in the minor: 18

Human and Organizational Studies

Human and Organizational Studies (HOS) is an alternative major that is available only to Human and Organizational Development (HOD) majors who, due to extenuating circumstances, are unable to complete the required HOD capstone internship after it is too late to complete a new first major. This alternative is initiated and approved by the director of the HOD Capstone Internship Program. In lieu of the HOD capstone internship, students complete an additional 9 hours (3 courses) of HOD track-level courses and HOD 4953 (3 hours). Students completing the HOS degree do not choose a track.

Students must complete the Human and Organizational Development liberal education core and the writing requirement, and earn a minimum of 120 hours.

Major in Special Education

CHAIR Joseph H. Wehby

DIRECTOR OF UNDERGRADUATE STUDIES Andrea M. Capizzi

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

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

PROFESSOR OF THE PRACTICE Kimberly J. Paulsen

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

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

RESEARCH ASSOCIATE PROFESSOR Tamara Stambaugh

ASSISTANT PROFESSORS Elizabeth Biggs, Joseph Lambert, Blair Lloyd

ASSISTANT PROFESSOR OF THE PRACTICE Rachel Schles

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

THE undergraduate program in special education prepares students to work with persons with disabilities and leads to licensure in special education. Students pursue an interdisciplinary major in exceptional learning with emphasis in one of the two specialty areas: high-incidence disabilities (interventionist program K-8 and/or 6-12) or multiple and severe disabilities (comprehensive program). This major can be combined with other majors such as cognitive studies, child development, or majors in the College of Arts and Science. The program is field oriented and problem centered, with most professional courses requiring direct involvement with individuals with disabilities. Beginning in the freshman year, students observe and work in a variety of educational settings in local schools and in classrooms off campus.

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 graduation, which may be different from licensure requirements in effect at the time they entered the program. Each year, teacher licensure candidates should consult the current Vanderbilt *Undergraduate Catalog*, the *Undergraduate Guide to Teacher Licensure* published by the Vanderbilt Office of Teacher Licensure, and the *Undergraduate Handbook* published by the Office of Administration and Records.

Honors Program

The Honors Program in Special Education offers qualified majors the opportunity to gain experience in conducting research in collaboration with a faculty mentor. This experience culminates in the writing and presentation of a senior project. Students who major in special education are eligible to apply for the Honors Program in the spring of their sophomore year if they have an overall grade point average of at least 3.5. Students who are accepted into the Honors Program, successfully complete the program, and maintain the required grade point averages, will graduate with Honors in Special Education. Specific information concerning admission to and the requirements of the Honors Program in Special Education is available from Professor Andrea Capizzi, director of undergraduate studies for the Department of Special Education. Students should be aware that participation in the Honors Program is quite time-intensive and represents a substantial commitment of effort across at least three semesters. Therefore, potential participants must carefully consider whether they are able to, and want to, devote the required time and energy to this program.

B.S. Degree Requirements

Specializations are available in high-incidence disabilities/interventionist (grades K-8/6-12 interventionist licensure), and severe disabilities (grades K-12 comprehensive licensure). Total hours will vary depending on the area of specialization.

Students take a minimum of 120 hours, distributed as follows:

Liberal Education Core Requirements. Minimum 60 hours.

The Liberal Education Core is composed of required course work from the areas of Communications, Humanities, Mathematics, Science, Cultural Studies, Social Science, and Electives. Listings of all courses that may fulfill these areas are located online in the Peabody Undergraduate Handbook (<http://peabody.vanderbilt.edu/admin-offices/oas/downloads.php>).

Writing Requirement

All Peabody College freshmen who have not earned a combined score of 660 on the evidence-based reading and writing component of the redesigned SAT with minimum scores of 27 on the reading component and 28 on the writing and language component, or ACT English test score of 30 or above, or AP or IB English scores above 4 and 6 respectively, are required to successfully complete English 1100. Regardless of AP or IB credits, all freshmen must successfully complete one writing-intensive course before their fourth semester. Writing-intensive courses either have a “W” after the course number (A&S courses) or end with the digit “7” (Peabody courses). In addition, before graduation, all students must successfully complete a second writing course.

NOTE: First-Year Seminars (courses numbered 1111) offered through the College of Arts and Science and the Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First-Year Seminars when open registration begins.

Specializations

The following SPED course is taken as part of the Liberal Education Core, but is also required in each area of specialization.

SPED 1210. Introduction to Exceptionality

The following courses are required in each area of specialization.

SPED 1175. Freshman Seminar

SPED 2310. Managing Academic and Social Behavior

SPED 4950. Student Teaching Seminar

SPED 4954 or 4951. Student Teaching

SEVERE DISABILITIES PROGRAM/COMPREHENSIVE CORE.

SPEDS 2120. Issues in Family Intervention

SPEDS 2450. Augmentative and Alternative Communications

SPEDS 2430. Introduction to Language and Communications*

SPEDS 3300. Methods of Instruction for Students with Severe and Multiple Disabilities

SPEDS 3312. Procedures in Transition to Adult Life

SPEDH 3328. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8

SPEDH 3338. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties

SPEDS 3330. Characteristics of Students with Severe and Multiple Disabilities

SPEDS 3350. Access to General Education and Teaching Functional Academics

SPEDS 3661. Fieldwork in Special Education: Severe Disabilities

SPEDS 3667. Seminar in Severe Disabilities Fieldwork

SPEDS 3871. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities

HIGH-INCIDENCE PROGRAM/MODIFIED/INTERVENTIONIST CORE.

(Courses and specific to choice of licensure track.)

SPED 2160. Cultural Diversity in American Education*

SPEDH 3308. Understanding Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3318. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3328. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8

SPEDH 3338. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3348. Language and Learning*

SPEDH 3358. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3368. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3378. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties

SPEDH 3388. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties 6-12

SPEDH 3777. School and Classroom Supports for Teaching Students with Academic Behavior Difficulties

SPEDH 3871. Field Work in Special Education for Mild/Moderate Disabilities

*Taken as part of the Liberal Education Core

Minor in Special Education

The minor in special education provides students with an opportunity to develop familiarity and expertise in working with children who have learning and social behavior problems. The minor requires 15 hours (15 unique to the minor) as detailed below.

Required for all tracks (3 hours)

SPED 1210. Introduction to Exceptionality (3)

Electives (12 hours)

SPED 2310/3871. Managing Academic and Social Behavior (fieldwork) [3/1]

SPEDH 3308. Understanding Students with Severe and Persistent Academic and Behavior Difficulties [3]

SPEDH 3328/3871. Teaching Math to Students with Academic and Behavior Difficulties (fieldwork) [3/1]

SPEDH 3338/3871. Teaching Reading to Students with Academic and Behavior Difficulties (fieldwork) [3/1]

SPEDH 3348. Language and Learning [3]

SPED 2160. Cultural Diversity in American Education [3]

SPEDS 2120. Family Intervention [3]

SPED 2340. Introduction to Language and Communication [3]

SPED 3330/3871. Characteristics of Severe and Multiple Disabilities (fieldwork) [3/1]

SPED 3312/3871. Procedures in Transition to Adult Life (fieldwork) [3/1]

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

Most courses are taught in sequence and have prerequisite courses.

Disability Studies

Disability studies is an alternative major that is available *only* to special education (SPED) majors who discover they are unable to complete required SPED pre-student teaching and/or student teaching capstone after it is too late to complete a different first major. This alternative is initiated by the director of undergraduate studies, with consultation with SPED track directors and the Teacher Preparation Committee. Students completing the disability studies degree do not choose a track.

Honors

Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. The recipient is named by the Dean after consideration of faculty recommendation and overall academic achievements, as well as grade point averages of the year's highest ranking summa cum laude graduates.

Latin Honors Designation

Honors, which are noted on diplomas and published in the Commencement Program, are earned as follows:

Summa Cum Laude. Students whose grade point average equals or exceeds that of the top 5 percent of the previous three years' graduating seniors.

Magna Cum Laude. Students whose grade point average equals or exceeds that of the next 8 percent of the previous three years' graduating seniors.

Cum Laude. Students whose grade point average equals or exceeds that of the next 12 percent of the previous three years' graduating seniors.

Dean's List

The Dean's List recognizes outstanding academic performance in a semester. Students are named to the Dean's List when they earn a grade point average of at least 3.500 while carrying 12 or more graded hours, with no temporary or missing grades in any course (credit or non-credit), and no grade of F.

Kappa Delta Pi

Kappa Delta Pi is an education honor society organized in 1911 at the University of Illinois to foster excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education. Membership is limited to juniors and seniors with a grade point average of 3.500 or better, and graduate students with a grade point average of 3.750 or better. Candidates for membership must have completed at least 9 hours in education or psychology.

Honor Societies for Freshmen

Freshmen who earn grade point averages of 3.500 or better for their first semester are eligible for membership in the Vanderbilt chapters of Phi Eta Sigma and Alpha Lambda Delta.

Awards

KEVIN LONGINOTTI AWARD. Awarded annually to a graduating senior in the Department of Teaching and Learning who shows exceptional promise as a future teacher at the secondary school level.

DOROTHY J. SKEEL AWARD FOR OUTSTANDING PROFESSIONAL PROMISE (ELEMENTARY/EARLY CHILDHOOD EDUCATION). Presented annually to the graduating senior in the Department of Teaching and Learning who has shown exceptional promise as a future teacher at the elementary school or early childhood level.

SENIOR THESIS AWARD. Awarded to the graduating senior in the Human and Organizational Development Program who has submitted the most outstanding senior thesis. The winner is selected from a group of five finalists who make an oral presentation of their theses to a panel of five professors.

THE DEPARTMENT OF SPECIAL EDUCATION DISTINGUISHED ACADEMIC ACHIEVEMENT AWARD. Awarded annually to the graduating senior in the Department of Special Education who exemplifies the highest level of academic achievement.

THE DISTINGUISHED SERVICE IN SPECIAL EDUCATION AWARD. Presented annually to the graduating senior in the Department of Special Education who exemplifies the highest commitment to professional service in special education.

THE PEABODY ALUMNI AWARD. Awarded by the Peabody Alumni Association to a member of the graduating class who has demonstrated outstanding qualities of scholarship and leadership.

THE WILLIS D. HAWLEY AWARD. Awarded by students of Peabody College to a senior who exemplifies Peabody's commitment of service to others.

DEAN'S AWARD FOR OUTSTANDING SCHOLARSHIP. Awarded to each summa cum laude graduate.

YOUNG ALUMNI BOARD AWARD. Awarded by Peabody students to a senior who has demonstrated outstanding qualities of scholarship,

leadership, and commitment of service to others. The recipient of this award represents the graduating class as a member of the alumni board for a two-year term.

PSYCHOLOGY AND HUMAN DEVELOPMENT UNDERGRADUATE HONORS AWARD. Awarded to the graduating senior who has successfully completed the Undergraduate Honors program in Cognitive Studies, or Child Development, or Child Studies and who has produced the best overall honor project.

EXCELLENCE IN CHILD DEVELOPMENT AWARD. Awarded to the graduating senior majoring in Child Development whose work in the opinion of the faculty of the Department of Psychology and Human Development exemplifies academic excellence.

EXCELLENCE IN COGNITIVE STUDIES AWARD. Presented annually by the Department of Psychology and Human Development to the graduating senior who most clearly exemplifies the goals of the Cognitive Studies Department.

HUMAN AND ORGANIZATIONAL DEVELOPMENT AWARDS. Established in 1999 and presented to the graduating seniors who exemplify the highest levels of scholarship and leadership in the Human and Organizational Development Program. The awards are given in these areas: Community Service, Outstanding Community Development and Social Policy, Outstanding Health and Human Services, and Outstanding Leadership and Organizational Effectiveness.

SPECIAL EDUCATION TEACHER OF EXCELLENCE AWARD. Established in 1999. Awarded annually by the Department of Special Education to the graduating senior who has demonstrated the highest level of excellence in teaching in the area of special education.

Post-Baccalaureate Programs

PEABODY offers professional degree programs in the following areas. Details of the post-baccalaureate programs are published in the *Peabody College Catalog*, available on request from the Office of Admissions and Records at Peabody College.

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

Five-year Child Studies Program at Peabody

The five-year Child Studies program offered by Peabody College is designed to blend the undergraduate program with the master's level program. Students who successfully complete this combined program will earn their undergraduate B.S. degrees and also earn their M.Ed. degrees by the end of their fifth year at Peabody.

Under the combined five-year plan, undergraduates take 6 credit hours of professional courses during the senior year as part of the 120 hours required for the B.S. degree. Professional credit hours may not be used to satisfy undergraduate major course requirements. A fifth year (including summer) follows, during which students complete the additional 30 professional hours necessary for the master's degree. Students in this five-year program may take 6 hours during the senior year. Students who plan to pursue a five-year program are required to abide by the following guidelines; admission is competitive, and meeting minimum requirements does not guarantee admission.

- Students should make application to the program by the middle of the junior year at Vanderbilt.
- Applicants must have earned a minimum 3.00 grade point average.
- Courses may not be transferred from another university as a part of the master's degree.

Child Studies

The master of education (M.Ed.) in Child Studies is designed to give strong undergraduate students graduate preparation and related supervisory experience pertinent to career development or further graduate/professional study involving children, adolescents, families, schools, and related community services.

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

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

Peabody College Courses

Human and Organizational Development

HOD 1001. Commons iSeminar. Commons iSeminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

HOD 1115. First-Year Seminar. Selected Topics for first-year students [3]

HOD 1250. Applied Human Development. Introduction to the processes of human development and how such development can be influenced. Emphasis is placed on social development and implications for solving personal and professional problems. The course focuses on late adolescent and young adult development. [3]

HOD 1300. Small Group Behavior. Introduction to the processes of human development and how such development can be influenced. Emphasis is placed on social development and implications for solving personal and professional problems. The course focuses on late adolescent and young adult development. [3]

HOD 2100. Understanding Organizations. Organizations are comprised of individuals with diverse interests functioning within rapidly changing, complex environments, often with limited resources. Accordingly, understanding organizations requires multiple perspectives and approaches to problem-solving. Students in the course will learn to apply organizational theories to specific challenges in order to generate potential solutions that promote organizational health. HOD 2100 can substitute for BUS 2400 in the business minor. Serves as repeat credit for BUS 2400. [3]

HOD 2260. Economics of Human Resources. An introduction to economics, with heavy emphasis on microeconomics of the family, household, consumer, and business firm. Applications to the economics of government, poverty, discrimination, labor markets, the environment, education, and other human resource and human development topics will be included. The class will be primarily lecture format with some small group interactions and discussions. Prerequisite - Statistics Course: PSY-PC 2110, PSY 2100, ECON 1500, MATH 2810 or MATH 2820. [3]

HOD 2400. Talent Management and Organizational Fit. The course provides a general overview of social, economic, and other environmental factors impacting the world of work and helps students in understanding how organizations are responding to this changing landscape. The course also enables students to critically engage this context by developing competencies and skills which will be applicable in a diversity of settings. [3]

HOD 2500. Systematic Inquiry. This course offers an introduction to social science research methods covering qualitative and quantitative approaches. Students will develop the ability to critically analyze research studies as well as collaborate with others to conduct studies of their own, reporting their results in a professional format. [3]

HOD 2700. Public Policy. An exploration of the creation, interpretation, implementation, and evaluation of public policy in the United States. Main emphases include key analytical/theoretical perspectives necessary for understanding the policy making process (problem Identification, agenda setting, formulation, adoption, Implementation, and evaluation), and main factors that influence policy making at the national and state levels. Particular attention is paid to the development of student analytic and writing skills. [3]

HOD 3200. Introduction to Data Science. Provides students with both theoretical and practical knowledge of data science, including accessing data, analyzing data, and presenting data analysis. Data access topics include web scraping, using application programming interfaces and database queries. Data analysis topics include linear regression, logistic regression, and basics of unsupervised machine learning. Data analysis will also cover cross validation. Data presentation topics include univariate and bivariate graphs, lattice graphing, mapping and interactive graphics. Emphasizes literate programming as basis for access, analysis and presentation. Prerequisite: Introductory Statistics or permission of instructor. [3]

HOD 3250. 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: HODE 3205 (or equivalent), PSY-PC 2115 (or equivalent), and PSY-PC 3735 (or equivalent) and permission of instructor. [3]

HOD 3275. Practical Meta-analysis. The topics covered in this seminar will include the major steps involved in conducting meta-analysis, with particular emphasis on the technical issues and statistical analyses distinctive to this form of research. Specifically, the course will focus on providing students with the skills needed to be intelligent consumers of systematic reviews and meta-analyses: conduct a systematic, replicable search of the literature used to identify studies eligible for a meta-analysis; create and analyze meta-analytic databases using appropriate statistical techniques; and prepare written reports of meta analytic findings. Prerequisites: PSY-PC 2110 and PSY-PC 3735 [3]

HOD 3300. Judgment and Analytical Reasoning. This course presents the cognitive, emotional, and contextual factors that affect judgment and decision-making. Through real-world examples, students will learn to identify common errors in human reasoning and develop an understanding of a variety of analytic strategies to overcome them. The primary tool for conducting these analyses will be Microsoft Excel. (Developing proficiency in Excel for analysis and reporting findings is a secondary goal of this course.) Features and functions of Excel will be taught in the context of the course content and third-party validation of Excel skills will be obtained through Microsoft Certification at the Basic and Expert levels. Serves as repeat credit for HOD 3890-01 in Fall 2018 and for HOD 3890-02 in Spring 2019. [3]

HOD 3850. Independent Study in Human and Organizational Development. Individual programs of reading or the conduct of Research studies in human and organizational development. Consent of supervising faculty member required. May be repeated. [1-3]

HOD 3860. Directed Research. Consent of supervising faculty member required. May be repeated. [1-3]

HOD 3864. Research Experience. This course provides undergraduate students in HOD direct experience in conducting research. The course is designed for students interested in going on to graduate school as well as students who want to gain experience in generating knowledge in an information economy. The course conducts a review of research methodologies and requires students to critically read and deconstruct published research studies. Data analysis skills are sharpened in the computer lab and put into practice on their own research. Students conduct several independent research projects during the semester. Prerequisite: HOD 2500 and a statistics class. [3]

HOD 3870. Practicum in Human and Organizational Development. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HOD 3890. Special Topics in Human and Organizational Development. Exploration of special issues on topics related to human and organizational development. May be repeated for credit with change of topic. [1-3]

HOD 4950. On Site Experience. Students complete an immersive learning experience with an organization, collecting field notes and observations, conducting informational interviews and internal research, and completing workplace duties as assigned. Corequisite: HOD 4951, 4952, 4953 [3-6]

HOD 4951. Critical Reflection. Students develop skills in critical reflection using a case study model to process and analyze workplace behavior, structures, dynamics, and culture using theories from earlier coursework. Corequisite: HOD 4950, 4952, 4953 [3]

HOD 4952. Self Directed Learning. Students use self-directed learning to identify learning goals, work at sites on learning, and manage their learning process through collaboration in learning communities. Corequisite: HOD 4950, 4951, 4953 [3]

HOD 4953. Analysis and Contribution. Students use methods from human centered design to analyze key factors impacting organization and develop a project-centered contribution to capstone site. Corequisite: HOD 4950, 4951, 4952 [3]

HOD 4960. Honors Capstone Internship. Students admitted to the Human and Organizational Development Honors Program may complete a capstone internship. [3]

HOD 4978. Senior Thesis. Senior Thesis [3]

HOD 4980. Human and Organizational Development Honors Seminar. Open to students majoring in Human and Organizational Development who are admitted to the Honors Program. [3]

HOD 4987. Human and Organizational Development Honors Seminar. Open to students majoring in Human and Organizational Development who are admitted to the Honors Program. Course carries writing requirement credit for Peabody students. [3]

Community Development and Leadership

HODC 3202. Community Development Theory. This is a core course in the Community Leadership and Development (CLD) track of the HOD undergraduate program. It is designed to provide a general introduction to the field of community development (CD) by examining appropriate theoretical perspectives. Ecological theory, critical theory, and theories of democracy will be studied for their application to community development issues. The theoretical perspectives examined in the course will also be linked to the diverse fields which inform community development, such as community psychology, sociology, geography, anthropology, education, and planning. Additionally, the course will provide students a more in-depth understanding of particular community development issues by exploring how alternative theoretical perspectives interpret several important community development phenomena. The course will prepare students to understand the theoretical orientations that underlie the dynamics of community development. [3]

HODC 3212. Community Development Organizations and Policies. Introduction to the practice of community development (CD), including analysis of, and experience with, CD issues, organizations, and policies. Prepares students to work with public or community agency staff, administrators, planners, policy-makers, or community organizers and leaders, who require analysis and recommendations on particular community issues. Students may also develop experience as part of a research, intervention, or policy development team. The course also focuses on ways ordinary people can become involved in improving their own neighborhoods, communities, and city. [3]

HODC 3222. Action Research and Program Evaluation. This is a specialty core requirement for the Community Leadership and Development (CLD) track in the Human and Organizational Development program. Course teaches policy-relevant field research methods in the context of 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 the research as a team of a fictitious consulting organization. [3]

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

HODC 3262. Social Entrepreneurship: Principles and Application. This course explores the idea and practice of "Social Enterprise", an emerging field where new types of organizational models are leveraging business and markets to address important social issues and unmet needs. The complexity of social issues in the 21st century often necessitates innovative, cross-sector, interdisciplinary solutions and organizational forms. Social Enterprise has emerged as one such model with great promise. This course is designed to provide broad exposure to the activity and key issues in the social enterprise sector, as well as a more specific, hands-on learning through projects, case studies and speakers. [3]

HODC 3312. Procedures in Transition to Adult Life. (Also listed as SPEDS 3312) Overview of history, legislation, and practice in the areas of community and employment integration for persons with disabilities. Emphasis on various strategies for promoting a successful transition from school to life. Students are required to develop instructional plans for integration within the community. Students will apply their skills in community or classroom settings. [3]

HODC 3313. Practicum: Transition to Adult Life. Field-based application of correlated course content to instructional strategies. Assessing, planning, implementing, and evaluating instructional procedures for community and employment integration. Corequisite: HODC 3312. [1]

HODC 3322. Religious and Spiritual Organizations. The class focuses on traditional and less studied religious and spiritual organizations and compares and contrasts their features, goals, structures, leaders, and personnel with

secular organizations such as businesses. Information is also provided about how religious and/or spiritual features are being incorporated in a variety of organizational settings. [3]

HODC 3332. High Poverty Youth: Improving Outcomes. (Also listed as SPED 3332) Youth from high poverty backgrounds may be at risk for outcomes that include academic failure, school dropout, drug abuse, unemployment, or incarceration. Students will be working with schools and community agencies in Nashville to improve outcomes for youth living in high poverty neighborhoods. There will be class meetings as well as ongoing service-learning field experiences. Fieldwork will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or students' high schools. [3]

HODC 3342. Introduction to Community Psychology. Theory, research, and action in community psychology. History of mental health care; ecological theories of community, stress, coping, and social support; deviance labeling; community assessment strategies; prevention, empowerment, and community and organizational change programs; societal-level intervention policies. [3]

HODC 3352. Philanthropy and Social Problem Solving. Topic: Philanthropy & Social Problem Solving. This course provides an opportunity to engage in the practice of philanthropy, while learning about charitable giving/fundraising, social problem-solving, and the non-profit sector. The semester will be divided into four sections: I. Problem identification; II. Approaches to change; III. Evaluating organizational effectiveness/impact and fit with theories of change; and IV. Decision making. Prerequisites: students must have taken courses in group processes (HOD 1300 or equivalent), organizations (HOD 2100 or equivalent), and systematic inquiry/research methods (HOD 2500 or equivalent), so that they are prepared to work in teams and to analyze both social problems and the organizations that aim to deal with them. [3]

HODC 3650. Community Leadership and Development Seminar. Exploration of selected topics related to the community leadership and development track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODC 3850. Independent Study in Community Leadership and Development. Individual programs of reading or the conduct of research studies in community leadership and development. Consent of supervising faculty member required. May be repeated. [1-3]

HODC 3870. Practicum in Community Leadership and Development. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODC 3890. Special Topics in Community Leadership and Development. Exploration of special issues on topics related to community leadership and development. May be repeated for credit with change of topic. [1-3]

Education Policy

HODE 3205. Education Policy Analysis Methods. How should the government choose among options to address the country's education problems? The main goal of this course is to introduce students to the concepts, methods, and tools useful in performing policy analysis in general, and to give students practice applying the policy analysis methods to real-world educational policy issues including school vouchers, using measures of teacher value-added, financing higher education, and the importance of resources for schooling and student achievement. Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3215. Education and Public Policy. The course explores contemporary social, philosophical, and political dimensions of education policy, including issues related to civic engagement, equity and school organization, and the ecology of schooling. Course readings and discussions will involve fundamental questions about the relationship between schools and society: What is the purpose of American public education? How do policy values, including equity and excellence, social justice and accountability, shape education policy? How is education policy related to social and economic outcomes and opportunities? Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3225. Introduction to Public Finance of Education. In this course, we first provide a foundation of knowledge for the economics of the public sector. In this part of the course, we will discuss the appropriate role of government activity in a market economy as well as other behavioral consequences of government policy from the perspective of the consumers, the policymakers, regulators, and general taxpayers. After establishing a better understanding of the economics of the public sector, we will examine economic models to explain real world

government policymaking with a specific focus on education policy, including the rationale and mechanisms of funding education as well other important policy issues such as the provision of early childhood education, teacher labor markets, and accountability and school choice programs. [3]

HODE 3315. State and Local Government. Examines the operation of state and local governments within the American federal system. Students will have met expectations for the course when they are able to express well their understanding of how American state and local governments serve the interests of their residents within a system that is highly charged politically. Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3650. Seminars in Education Policy. Exploration of special issues related to the education policy track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODE 3850. Independent Study in Education Policy. Individual Programs of reading or the conduct of research studies in education policy. Consent of supervising faculty member required. May be repeated. [1-3]

HODE 3870. Practicum in Education Policy. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODE 3890. Special Topics in Education Policy. Exploration of selected topics related to education policy. May be repeated for credit with change of topic. [1-3]

Health and Human Services

HODH 3201. Introduction to Human Services. This course is a comprehensive and realistic survey of the diverse and dynamic field of human services. Students will examine: 1) significant historical developments; 2) populations served; 3) social welfare/poverty theories; 4) career opportunities; and 5) controversial and ethical issues. The course will emphasize special tasks and activities that are performed by the contemporary human service worker. [3]

HODH 3211. Introduction to Counseling. An overview of the counseling profession: theories, techniques, settings, and specialty areas. In addition to lectures and class discussions, the course includes an experiential component designed to increase students' listening and responding skills. By the end of the course, students will have a clear understanding of what being a counselor entails. [3]

HODH 3221. Health Service Delivery to Diverse Populations. This course focuses 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 these relate to health status and health service needs. This course provides students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people. Transportation class fee: \$50.00 [3]

HODH 3231. Introduction to Health Services. This course will focus on the evolution of the U.S. health care system, as well as on the evolution of health care systems in diverse environments from around the globe. The content of the course focuses on the nature and dynamics of the macro health system environments and the design and function of organizational models in those environments. Particular attention will be paid to contemporary health service organizational models, such as managed care, integrated delivery systems, and physician-hospital organizations. Topics include education and training of health care professionals, the role of health care providers, public, private, and voluntary agencies, and the interests of major stake holders. [3]

HODH 3241. Health Policy. This course presents broad perspectives for understanding health policy within historical, political, and economic contexts. Lectures and assignments will primarily focus on health policy in the United States with a particular emphasis on the Tennessee State Legislature and Metropolitan Davidson County. Opportunities are available for application to national and international issues. Learners will be provided with a foundation from which to base their work, including an overview of the U. S. health care system and public health infrastructure, as well as a framework for conducting policy analyses. [3]

HODH 3311. Introduction to Health Promotion. This course is designed to enhance the student's understanding of health promotion concepts that relate directly to improved lifestyle behavior change and disease risk reduction. In addition, health promotion program development, program management, and program initiatives in a variety of settings will be addressed. [3]

HODH 3321. Introduction to Sports Medicine. Current topics in sports medicine, with an emphasis on

prevention, management, and rehabilitation, and administrative aspects of sports medicine. [3] (Not currently offered)

HODH 3331. Managing Health Care Organizations. This is an applied course which combines theoretical knowledge with professional learning experiences, such as case studies, guest lectures, films, management development exercises, and group projects. This course provides a conceptual review of basic managerial functions such as 1) planning, 2) organizing, 3) controlling, 4) staffing, and 5) influencing. The course addresses related managerial activities such as communication, decision making, and legal and legislative issues. Prerequisite: HODH 3201 or HODH 3231. [3]

HODH 3650. Health and Human Services Seminar. Exploration of special issues related to the health and human services track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODH 3850. Independent Study in Health and Human Services. Individual programs of reading or the conduct of research studies in Health and Human Services. Consent of supervising faculty member required. May be repeated. [1-3]

HODH 3870. Practicum in Health and Human Services. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODH 3890. Special Topics in Health and Human Services. Exploration of selected topics related to health and human services. May be repeated for credit with change of topic. [1-3]

International Leadership and Policy

HODI 3200. Global Dimensions of Community Development. The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity. [3]

HODI 3210. Leadership and Change in International Organizations. This course uses an interdisciplinary case study approach to investigate organizational challenges associated with today's international environment. Students examine the impact of culture, politics, and policy, and other international phenomena such as exchange rates, trade, and capital markets on organizational leadership, structure, and performance. Students also explore various dilemmas that confront decision-makers in international organizations as they attempt to reconcile institutional objectives, individual preferences, and varying cultural norms.[3]

HODI 3220. International Organizations and Economic Development. The number of international organizations has proliferated since World War II, and their functions have diversified. Some are altruistic. Others are regulatory. Some serve as forums for debate, others as instruments for military action or enforcement of international agreements in such diverse fields as health, labor, agriculture, human rights, environment, culture, and trade. This course addresses how these organizations are financed, how they are governed, and how they create and manage political controversy. It covers their legal mandates and structure, seeks to develop awareness of issues of human capital and the World Bank, addresses the controversies and debates over globalization and the role of international organizations in the international regulatory environment, and assesses the future of such organizations in an increasingly interdependent world. [3]

HODI 3230. Education and Economic Development. This course reviews the history and application of human capital theory. It provides students with examples of applications in economic development policy. It gives students practice in applying common statistical models. It exposes students to current debates in education policy in the World Bank and other international organizations which result from those models. [3]

HODI 3240. Effectiveness in International For-Profit Organizations. Intercultural understandings and skills are key in today's job market, due to fast-growing opportunities and challenges in international, multinational and global businesses. In this course students will, through a variety of methodologies, explore the current trends of exploding

world trade, emerging nations, competition for talent and resources, and the impact of technology and changing demographics. Additionally, students will develop skills and understandings in working with cultures, managing cross-cultural teams, and the ins and outs of working abroad. [3]

HODI 3250. Building Knowledge Economics in Asia. This course focuses on the challenges and opportunities faced by the Asia-Pacific Region in making the transition to knowledge-based economies. Topics cover global, regional, and country-specific policies and initiatives aimed at building the four pillars of the Knowledge Economy (as defined by the World Bank): economic incentive and institutional regime, education, innovation, and information and communications technologies. This course is intended for advanced undergraduate students interested in gaining a deeper understanding of the transformational changes in the vast and diverse region. [3]

HODI 3260. Education in the Asia-Pacific Region: Development, Reform, and Innovation. This course focuses on an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. Students will examine perspectives from educational researchers, policy makers and practitioners on the major issues, concerns and prospects regarding educational developments in the region. [3]

HODI 3270. Global Sustainable Development. This interdisciplinary course will help students to develop a capacity to analyze society-environment relations across spacial scales (from local to the global) using approaches from multiple academic disciplines and professional fields. The course's dual focus on analytical approaches and environmental objects (rather than a typical emphasis on problems) underscores the fact that today's concerned citizens and professionals must be able to analyze complex society-environmental relations from multiple perspectives and at multiple scales. Sustainability demands insights and methods from education, the social sciences, business and organizational studies, the natural sciences, and more. [3]

HODI 3650. International Leadership and Development Seminar. Exploration of special issues related to the international leadership and development track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODI 3850. Independent Study in International Leadership and Development. Individual programs of reading or the conduct of research in international leadership and development. Consent of supervising faculty member required. May be repeated. [1-3]

HODI 3870. Practicum in International Leadership and Development. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODI 3875. Field School in Intercultural Education. This course takes place in various sites over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [3]

HODI 3890. Special Topics in International Leadership and Development. Exploration of special topics related to international leadership and development. May be repeated for credit with change of topic. [1-3]

Leadership and Organizational Effectiveness

HODL 3204. Leadership Theory and Practice. A systematic study of the formal theories and models of the leadership process and the research supporting and challenging them. Students will complete a wide range of leadership self-assessments; design a leadership self-development plan; and participate in individual and group problem solving, decision making, conflict resolution, and performance appraisal simulations and case studies focusing on personal and organizational effectiveness. Prerequisite: HOD 2100. [3]

HODL 3224. Analyzing Organizational Effectiveness. Effective leaders are able to analyze internal results and external trends in order to make effective decisions. Students will gain first-hand knowledge of the financial and strategic issues critical to effective decision-making through a mix of lectures, case studies and one problem-based learning module. The primary focus will be on the relevant critical thinking skills such as: identifying relevant decision criteria, interpreting trends in the underlying data (both financial and operational), and communicating that analysis to executives in a manner that can be readily digested. [3]

HODL 3234. Advanced Organizational Theory. A comprehensive study of current theories and 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 Total Quality. Experiential learning through simulations and field work will reinforce systematic inquiry, strategic planning, and applied organizational assessment skills. Prerequisite: HOD 2100. [3]

HODL 3244. Introduction to Human Resource Development. An introduction to the theory and practice of human resource development (design and implementation of training in corporate or human service organizations). Special emphasis on roles played by HRD professionals and concepts and skills needed for entry into the profession. [3]

HODL 3254. Human Resource Management. A comprehensive survey of human resource management theory, procedures, and practices, with emphasis on the organizational leader's role and responsibilities for recruiting and selection, placement and career development, employee relations, labor relations, performance appraisal, compensation and benefits, workplace ethics, equal employment opportunity, safety and health, legislation and workplace regulations, development of personnel policies and practices, and the techniques of strategic human resource planning. [3]

HODL 3264. Evidence-based Practice in Organizations. Accessing and using published research in solving organizational and social problems is a cornerstone of movements in management, education, medicine and a range of other fields. Using evidence from academic research has even become part of the definition of ethical practice in many of these fields. As a result, identifying and appraising research studies that might be used to solve individual, team and organizational problems has become a critical skill for practitioners. From this research, practitioners must be prepared to create actionable interventions and to persuade others to adopt them. Prerequisites: HOD 2100 (concurrent enrollment allowed) [3]

HODL 3274. Managing Organizational Change. This course focuses on organizational development philosophy and practices of planned change, and the theory and techniques of organizational consulting. Students will participate in simulations and actual organizational development interventions. Prerequisite: HODL 3204 or HODL 3234. [3]

HODL 3314. Strategic Planning and Project Management. This advanced seminar and workshop-based course focuses on the key organizational processes of strategic planning and project management. Building on prior instruction in leadership and organizational theory and practices, students will complete a critical analysis of strategic leadership theory and models of organizational planning. Activities include evaluation of internal and external factors impacting on planning; participation in strategic planning and project management simulations; evaluation of the performance of selected strategic leaders as planners; and practice with key planning tools and technologies. [3]

HODL 3324. Executive Leadership. This course introduces students to concepts of leadership involved in various social, political, and corporate domains. Course content relies on biographies of renowned leaders to illustrate principles of executive leadership. [3]

HODL 3334. Challenges of Leadership. This course is designed as an extension of the study of leadership theory and practices begun in HODL 3204. Provides opportunities to investigate leadership concepts introduced in HODL 3204 in more depth. Prerequisite: HODL 3204. [3]

HODL 3650. Leadership and Organizational Effectiveness Seminar. Exploration of selected topics related to the leadership and organizational effectiveness track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODL 3850. Independent Study in Leadership and Organizational Effectiveness. Individual Programs of readings or the conduct of research studies in leadership and organizational effectiveness. Consent of supervising faculty member required. May be repeated. [1-3]

HODL 3870. Practicum in Leadership and Organizational Effectiveness. An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODL 3890. Special Topics in Leadership and Organizational Effectiveness. Exploration of selected topics related to the leadership and organizational effectiveness track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

Military Science—Peabody

MS-PC 1210. Leadership and Personal Development. Leadership is one of the most compelling topics of our time, and might be one of the most important attributes for effectiveness in all levels of human endeavor. The success of one of the most admired and respected institutions in our country, the military is founded upon the understanding and effective application of leadership, and the development of leaders. This course introduces students to the personal challenges and competencies that are critical to effective leadership. The focus is on developing basic knowledge and comprehension of leadership attributes and core leader competencies in a universal setting and exploring potential applications of these principles and practices at Vanderbilt, in the military and in the corporate world. [1]

MS-PC 1210L. Leadership and Personal Development Lab. Leader development is a continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in individuals and organizations. Within the military science curriculum, this process is called the Leadership Development Program (LDP), modeled after the principles spelled out in Field Manual 22-100, Army Leadership, and standardized both on campus and Leadership Development and Assessment Course (LDAC) environments. The flexible methodology of LDP accommodates personalized, individual development at all levels of proficiency throughout the officer educational experience, from program entry to commissioning. The LDP includes basic leadership training, periodic assessment and counseling at both team and individual levels by experience observers. Trends and deficiencies are identified and addressed with retraining and reassessment in a continuous cycle. Effective leader development is progressive, building on lessons learned and maximizing individual potential. This course introduces students to the leadership development process by providing structured leadership opportunities in a variety of training settings. Student performance in leadership roles is assessed and notable strengths and weaknesses are identified. A plan for improvement is discussed in detail during one-on-one counseling sessions. [1]

MS-PC 1230. Leadership and Personal Development II. What motivates others to follow a person is intriguing, inspiring and alluring. Through routine observation, we learn from leaders regardless of the setting (military, business, education, etc.) This course provides an overview of leadership fundamentals such as setting direction, problem-solving, listening and providing feedback. You will explore dimensions of leadership, values, attributes, skills, and actions in a military context through practical, hands-on, and interactive exercises. [1]

MS-PC 1230L. Leadership and Personal Development II Lab. Leader development is a continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in individuals and organizations, this process is called the Leadership Development Program. Effective leader development is progressive, building on lessons learned and maximizing individual potential. This course introduces students to the leadership development process by providing structured leadership opportunities in a variety of training settings. A plan for improvement is discussed in detail during one-on-one counseling sessions. [1]

MS-PC 2150. Foundations of Leadership. This course introduces the process of understanding and defining leaders in order to develop leadership skills appropriate for future commissioned Army officers. The class is broken down into five key skill development areas: 1) values and ethics, 2) personal development, 3) officership, 4) leadership and, 5) tactics and techniques. The class emphasizes individual leadership values and characteristics with a focus on Leadership Theory and Interpersonal Communications, Army Values, Troop Leading Procedures, Problem Solving, and Team Building in a military environment. [2]

MS-PC 2150L. Foundations of Leadership Lab. This lab builds upon the classroom topics in MS-PC 2150 and introduces the process of understanding and defining leaders in order to develop leadership skills appropriate for the future commissioned officers. The lab is broken down into five key skill development areas: 1) leadership, 2) values and ethics, 3) personal development, 4) professional Officership, and 5) various tactics, techniques, and procedures. The lab emphasizes individual leadership values and characteristics with a focus on Leadership Theory and Interpersonal Communications, Army Values, Troop Leading Procedures, Problem Solving, and Team Building in a military environment. [1]

MS-PC 2160. Foundations of Tactical Leadership. This course builds upon MS-PC 2150. The course is broken down into five key skill development levels: 1) leadership, 2) values and ethics, 3) personal development, 4) professional officership, and 5) various tactics, techniques, and procedures. This class will focus on individual leadership development where the student begins to plan, organize, and lead small teams and groups in situational training exercises. Students begin to apply leadership skills at the smallest unit level. [2]

MS-PC 2160L. Foundations of Tactical Leadership Lab. This course builds upon MS-PC 2150 and 2150L. The lab is broken down into five key skill development levels: 1) leadership, 2) values and ethics, 3) personal development, 4) professional officership, and 5) various tactics, techniques, and procedures. This class will focus on individual leadership development where the student begins to plan, organize, and lead small teams and groups in situational training exercises. Students begin to apply leadership skills at the smallest unit level. [1]

MS-PC 3110. Leadership and Problem Solving. This course builds upon your skills developed in MS-PC 2160 (1520, and continues to develop leadership, Officership skills, self-awareness, and critical thinking skills through challenging scenarios related to small-unit tactical operations. Cadets receive systematic and specific feedback on their leadership values, attributes, skills, and actions. Prerequisites: MS-PC 1210 (111), 1230 (113), 2150 (150), and 2160 (152) [3]

MS-PC 3120. Applied Team Leadership. Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership values, attributes, skills, and actions. Open to ROTC Cadets only. Prerequisite: MS 211. [3]

MS-PC 4150. Leadership and Ethics. Students develop proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make sound ethical decisions, and provide coaching and mentoring to fellow ROTC Cadets. Open to ROTC Cadets only. [3]

MS-PC 4160. Leadership in a Complex World. This course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. It introduces the concept of culture, its components, how culture influences human behavior, the impact of culturally influenced behavior on military operations, and how to analyze and apply cultural considerations in the planning and execution of military operations. Open to ROTC Cadets only. Prerequisite: MS-PC 4150. [3]

Naval Science—Peabody

NS-PC 2410. Leadership and Management. This course presents a comprehensive study of organizational behavior and management with special emphasis on situational leadership in the military and civilian sectors and the development of your skills in organizational thinking and problem solving. You will explore a variety of leadership and management topics, including the classical theories of management, motivation and communication. FALL. [3]

NS-PC 4242. Leadership and Ethics. An exploration of major Western ethical philosophy in the development and application of leadership to enhance objective, sound and timely decision-making in the most challenging of environments. This course follows theoretical examination with case studies and practical application to emphasize the importance of ethical reasoning to leadership, and explores components of character and integrity in decision making. SPRING. [3]

Psychology and Human Development

Psychology and Human Development

PSY-PC 1001. Commons iSeminar. Commons iSeminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

PSY-PC 1115. First-Year Seminar. Topics of interest designed for first year students. Does not count in the writing requirement of the Liberal Education Core. [3]

PSY-PC 1117. First Year Writing Seminar. Topics of interest for first year students. Courses are writing intensive and may be applied to the Peabody Liberal Education Core writing requirement. Repeatable with change of topic. [3]

PSY-PC 1205. Minds, Brains, Contexts, and Cultures. An introduction to the cognitive studies major. Readings, lectures, and discussions are focused on thinking and understanding, especially as related to the brain, immediate

context, and culture. These topics are considered from a variety of perspectives, including those taken from philosophy; literature; cognitive, social, and developmental psychology; sociology; psychiatry; and cultural anthropology. [3]

PSY-PC 1207. Minds, Brains, Contexts, and Cultures. An introduction to the cognitive studies major. Readings, lectures, and discussions are focused on thinking and understanding, especially as related to the brain, immediate context, and culture. These topics are considered from a variety of perspectives, including those taken from philosophy; literature; cognitive, social, and developmental psychology; sociology; psychiatry; and cultural anthropology. May be applied toward the Peabody Liberal Education Core writing requirement. [3]

PSY-PC 1250. Developmental Psychology. An overview of human development emphasizing the period from conception through adolescence. Course content includes research methods as well as in-depth coverage of selected topics in cognitive, social, emotional, and physical development. [3]

PSY-PC 2110. Introduction to Statistical Analysis. Introductory course emphasizes selection, application, and interpretation of measures of relative frequency, location, dispersion, and association. Approaches to statistical inferences are emphasized. Prerequisite: proficiency in high school algebra. [3]

PSY-PC 2115. Advanced Introduction to Statistics. This calculus-based introductory statistics course emphasizes concepts and techniques in descriptive and inferential statistics. The orientation and data examples are taken from the social/behavioral sciences. Emphasis is placed on statistical theory, analysis, and interpretation of data, from both exploratory and confirmatory perspectives. Prerequisites: Math 1300 and 1301 or equivalent. [3]

PSY-PC 2120. Statistical Analysis. Second course in statistics for undergraduates. Multifactor analysis of variance designs (including repeated measures), and goodness of fit and contingency analyses. Prerequisite: PSY-PC 2110 or PSY 2100. [3]

PSY-PC 2170. Experimental Research Methods in Child Development. Focuses on how experimental methods are used to understand processes of child development. Through readings, class discussion, writing, and research experiences, the class considers excellent examples of classic and contemporary experimental studies of child development. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200 and PSY 2100 or PSY-PC 2110. [3]

PSY-PC 2200. Psychology of Thinking. An in-depth exploration of theories and basic research concerning how young adults (i.e., college students) think, reason, and solve problems. Major topics include memory, categorization, reasoning, decision making, problem solving, and expertise. Prerequisite: PSY-PC 1205/1207, or 2250 or PSY 1200. [3]

PSY-PC 2230. Introduction to Educational Neuroscience. Educational neuroscience (ed neuro) is an emerging scientific field that investigates how the brain enables learning. Ed neuro applies the methods of cognitive neuroscience to questions such as what are the brain systems that allow us to read and do math? How do those systems relate to general systems such as attention and memory? This course will provide an introduction to these topics and more, exploring the basics of how the brain is structured, to how we can use neuroimaging methods to understanding the brain structures and processes that support learning. At the end of this course you will have a basic understanding of cognitive neuroscience methods and how they relate to educationally relevant cognitive domains. [3]

PSY-PC 2250. Cognitive Aspects of Human Development. Introduction to research and theory in cognitive development. Emphasis on infancy and on early and middle childhood. Topics may include development of language, memory, sensation and perception, problem solving, concepts and theories, effects of media, sociocultural support for development, developmental disorders, and logical mathematical reasoning. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 2300. Social and Emotional Context of Cognition. An exploration of such social factors as the individual's values, beliefs, and emotions and their contributions to the basic cognitive processes involved in social perception, complex decision making, and problem solving. Topics include the social construction of perceived reality, attitude formation and change, heuristics and biases in social inference, and the role of emotion in coping and problem solving. [3]

PSY-PC 2400. Social and Personality Development. An overview of basic concepts and current research in social and personality development. Specific topics include research methods, development of self, social cognition, achievement motivation, prosocial behavior, moral development, aggression, gender role development, family and

cultural influences. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 2500. Infancy. The behavior and physiological development of infants reflect a complex interaction between evolutionary history and genetics, prenatal environmental influences, and early postnatal experience. An overview of each of these topics is provided through classroom discussions and reading assignments focusing on recent empirical studies and major theoretical issues. Prerequisite: PSY-PC 1250. [3]

PSY-PC 2550. Adolescent Development. 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 2560. 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 2600. Educational Psychology. Examines the applications of psychological theories and research to teaching and learning settings. Focuses on cognitive development, problem solving and critical thinking, learning theories, motivation, social contexts, individual differences, classroom issues, and evaluation issues. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 2700. Abnormal Child Psychology. This course will cover etiology, assessment, and treatment of psychological disorders (e.g., depression, anxiety, disruptive behavior disorders, autism spectrum disorders) emerging in childhood and adolescence. We will examine the development and treatment of psychopathology from an integrative perspective, including biological, cognitive, behavioral, cultural and environmental perspectives, and explore current issues and challenges in the field. Prerequisites: One course from PSY-PC 1205, 1207, 1250, or PSY 1200. [3]

PSY-PC 3130. 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 3140. Psychology of Language. This course covers the basics of the psychology of language, understanding the cognitive processes that underlie language production, language comprehension, and the use of language in society. Through understanding these processes, students will learn ways in which they can improve their own communication skills. [3]

PSY-PC 3150. Language Development. An overview of language development with an emphasis on relevant research in linguistics, developmental psychology, and comparative psychology. Specific topics covered include research methods, speech perception, conversational competence, word learning, pragmatic development, and syntactic competence. The course is intended for students beyond the first year. [3]

PSY-PC 3160. 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 3170. 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 3180. How We Talk. The course will examine how language is used in conversational settings. The course will focus on empirical studies of the psychology of language and will examine the cognitive, social, and contextual processes that guide every-day language use. Prerequisite: PSY-PC 3130 or 3140. [3]

PSY-PC 3190. 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 3200. Introduction to Clinical Psychology. This course provides an overview of the science and practice of clinical psychology, with an emphasis on child and adolescent clinical psychology. Clinical research, psychological assessment, psychotherapy, and related issues will be discussed in class. Students examine the techniques used by clinical psychologists to assess and treat psychopathology, and research investigating the efficacy of these techniques. There is an emphasis on experiential learning in the class. Students will examine the science of clinical psychology by reviewing research from scientific journals on the effects of a specific type of psychotherapy for a specific psychological disorder. Previous courses in abnormal psychology and psychological research methods / statistics are highly recommended. [3]

PSY-PC 3210. Hospitalized Child. This course is designed for individuals who want to know more about the psychosocial needs of children, adolescents and families in health care settings and situations. Some of the specific topics covered in this course include: impact of illness and hospitalization on the family; social and developmental issues and how they interface with health care; normative development within the hospital; psychosocial roles of various healthcare team members; preparation of patients and families for health care experiences; utilizing play for therapeutic purposes; spirituality and its impact on the child and family's health care experience; the child who is dying; pediatric palliative and hospice care; an introduction to the field of child life; and an introduction to the field of pediatric / family advanced practice nursing. [3]

PSY-PC 3650. Advanced Topical Seminar. An advanced seminar intended for juniors and seniors in which a particular topic within cognitive studies is considered in depth. Topics vary. May be repeated for credit with change of topic. Prerequisite: PSY 1200 or PSY 1250 or PSY-PC 1205 or PSY-PC 1207 or PSY-PC 1250. This course is intended for students beyond the first year unless otherwise specified in the class schedule note. [3]

PSY-PC 3722. Psychometric Methods. Covers the fundamental concepts of psychological measurement and testing, examines a sample of most important psychometric instruments in current use, provides observation of testing, and considers knowledge essential to making wise use of testing information in research and applied child development settings. Prerequisites: PSY-PC 1250 or 1205/1207 or PSY 1200 and PSY-PC 2110 or PSY 2100. [3]

PSY-PC 3724. Psychometrics. The basic objectives of this course are for students to learn the fundamental concepts, methods, and principles of educational and psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory from original sources, and how psychometric theory relates to the assessment of individual differences or human psychological diversity more generally. Students should choose between PSY-PC 3722 and this course inasmuch as credit for both is not allowed. This course is more demanding in that students will be reading original sources; it is especially relevant to students seeking advanced training in the social sciences or research careers. Prerequisite: PSY-PC 2110 or PSY 2100 and PSY-PC 2120. [3]

PSY-PC 3727. Modern Robust Statistical Methods. Covers modern statistical methods designed to handle violations of statistical assumptions that can compromise classic parametric procedures. More specifically, the student will learn about the classic assumptions of independence, normality, and equal variances that underlie many standard procedures, and become familiar with modern methods that perform vastly better than the classic procedures when assumptions are violated, yet offer few performance penalties under many realistic situations where assumptions are violated. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3730. Applied Latent Class and Mixture Modeling. Often social science and educational researchers hypothesize that there are unobserved groups or latent classes of persons who show different behavioral patterns, or different patterns of change over time. This course covers mixture models - a statistical approach for assessing the

number and size of classes, as well as class homogeneity or heterogeneity. Longitudinal mixture models are also used to allow classes to transition between states at different rates and/or to have different functional forms of change. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3732. Latent Growth Curve Modeling. The analysis of longitudinal data (repeated measurements on the same people over time) is central for evaluating many theories in social science and educational research. This applied course will focus on one flexible and powerful approach for analyzing within individual change over time, and between individual differences in change: the latent growth curve model. Emphasis will be placed on applications to real data, interpretation of results, and attaining a solid understanding of the statistical model. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120 [3]

PSY-PC 3735. Correlation & Regression. Covers modern correlation and regression techniques, including linear regression, multiple regression, polynomial regression, interaction effects, univariate and multivariate outlier detection, data transformation algorithms, handling of missing data, nonlinear regression, logistic regression, Poisson regression, variable selection procedures, and regression diagnostics and graphics. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3737. Structural Equation Modeling. This course introduces the basic principles of path analysis, confirmatory factor analysis, and latent variable structural modeling, which constitutes a powerful set of statistical tools for examining correlational, observational, and even experimental data in the social sciences. Computer techniques for conducting these analyses will also be taught: the LISREL program in particular, but AMOS will also be introduced. [3]

PSY-PC 3738. Introduction to Item Response Theory. Students are introduced to the basic concepts of educational and psychological measurement, classical test theory (CTT), and item response theory (IRT). These concepts will be taught with practice by illustrating the construction of tests. Prerequisite: PSY-PC 2110 or PSY 2100 and PSY-PC 3722. [3]

PSY-PC 3743. Factor Analysis. This course covers primarily Exploratory Factor Analysis (EFA), which is extensively used in psychology, education, medicine, and management to investigate the underlying dimensionality of unobserved constructs (e.g., intelligence, psychopathology). The theory behind factor analysis is covered alongside hands-on application to data, exposure to uses of factor analysis in the applied literature, and instruction in popular EFA software. Key topics include model specification, fit and evaluation, rotation methods, questionnaire development, sample size and power issues, and extensions to confirmatory factor models. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3746. Multivariate Statistics. Provides an introduction to matrix algebra and a survey of the class parametric multivariate techniques that are the foundation of much of modern multivariate statistics. Emphasis is on techniques that have wide application in educational and social science research, such as exploratory factor analysis, structural equation modeling, confirmatory factor analysis, discriminate analysis, canonical correlation, and multivariate analysis of variance. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3749. Applied Nonparametric Statistics. This course covers nonparametric statistical methods useful when the assumptions of ordinary parametric statistics are not met, and for developing custom statistical techniques useful when other methods do not exist. Coverage is given to distribution-free procedures, sign tests, contingency tables, median tests, chi-square and other goodness-of-fit tests, rank correlations, randomness tests, ordinal regression, Monte Carlo methods, resampling methods (bootstrap and jackknife), tests of independence, 1-sample, 2-sample, and k-sample methods, permutation tests, function smoothing, and splines. Emphasis is placed on underlying theory, application to data, and software. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3751. Exploratory Data Analysis. Exploratory Data Analysis (EDA) is a modern statistical paradigm developed by John Turkey in the 1970's. EDA emphasizes fitting mathematical models to data as preliminary to the traditional hypothesis testing approach used in confirmatory analyses. Hallmarks of EDA include graphical methods, residual analysis, robust/resistant statistical methods, and data re-expression/transformation. But EDA is actually a whole philosophy of data analysis, and includes treatment of ethics and propriety in research. In this class we study EDA, as it has developed over the past four decades. We also do a great deal of EDA. An "EDA Portfolio" is developed by each student of different data analysis and graphical analysis projects. Included within the course is treatment of "big data" and data mining approaches, and also discussion of the current "replication crisis" and its

emphasis on Questionable Research Practices (QRP's); EDA provides a certain type of prescriptive treatment of QRP's. Prerequisites: PSY-PC 2110 or PSY-PC 2120 or PSY-PC 3735 [3]

PSY-PC 3850. Independent Study. Development of an independent study project by the individual student under the direction of a faculty sponsor. Intended primarily for juniors and seniors. Consent of both the faculty sponsor and the director of undergraduate studies is required. May be repeated for credit. [1-3]

PSY-PC 3860. Directed Research. Participation in an empirical research project under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. May be repeated for credit. [1-3]

PSY-PC 3870. Field Work in Psychology for Undergraduates. Offered to provide field experience appropriate to the student's interests. Open only to students majoring in child development, child studies, or cognitive studies. May be repeated. Consent of instructor required. [1-3]

PSY-PC 3890. Special Topics in Psychology. Advanced exploration of a psychological orientation to current issues. May be repeated with change of topic. [1-4]

PSY-PC 3980. Honors Seminar. Open only to Junior level students in the Psychology and Human Development Department honors program. [1-3]

PSY-PC 3981. Honors Seminar. Open only to Junior level students in the Psychology and Human Development Department honors program. [1-3]

PSY-PC 4998. Honors Thesis. Open only to Senior level students in the Psychology and Human Development Department honors program. [3]

PSY-PC 4999. Honor Thesis. Open only to Senior level students in the Psychology and Human Development Department honors program. [1-3]

Special Education

SPED 1001. Commons iSeminar. Commons Seminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

SPED 1115. Freshman Seminar. Selected Topics for first-year students [3]

SPED 1175. Freshmen Seminar. Provides students with an overview of the undergraduate program in special education. Faculty members from each program area share their experiences and research projects. Students complete a 15-hour service project with individuals with disabilities in the community. [1]

SPED 1210. Introduction to Exceptionality. Examines issues and trends in special education and overviews the characteristics of persons with disabilities. Covers essential issues and theories relating to special education and the development of exceptional persons with special attention to normal and atypical human development. Multi-cultural, humanistic, and legal issues are addressed. [3]

SPED 2110. Introduction to Teaching Students with Disabilities. This course consists of two major components. The first component focuses on special education law, writing IEPs, developing lesson plans, effective teaching behaviors, progress monitoring, and methods for grouping students. The second component provides an overview of instructional models that have empirical support for their effectiveness in teaching students with disabilities. [3]

SPED 2160. Cultural Diversity in American Education. (Also listed as EDUC 2160) 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 literature. [3]

SPED 2310. Managing Academic and Social Behavior. This course is designed to prepare students to manage classroom behavior using behavioral principles. Definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress are presented. Emphasizes procedures for increasing academic and socially appropriate behavior through

classroom activities. Students apply their skills in classroom settings. Prerequisite: SPED 1210. Corequisite: 1 hour of SPEDH 3871 or SPEDS 3871. [3]

SPED 3240. Attention Deficit/Hyperactivity Disorder: Educational Implications. This advanced undergraduate/masters level course will first address the issues and controversies surrounding the definition, etiology, and identification of Attention Deficit/Hyperactivity Disorder (AD/HD). Potential relationships or related issues involving other child characteristics or difficulties, including child temperament, depression, bipolar disorder, Tourette's Syndrome, and oppositional-defiant disorder, will be addressed. A major focus of the course will be working successfully with children with AD/HD in the school and classroom. A collaborative, multimodal model that involved 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. [3]

SPED 3332. High Poverty Youth: Improving Outcomes. (Also listed as HOD 2665) 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 weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

SPED 3770. Accommodating Academic Diversity in the Classroom. Explores the importance and difficulty of teaching heterogeneously grouped students in mainstream classrooms and offers specific instructional strategies for doing so effectively. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students-students with and without disabilities at multiple points along the achievement continuum. [3]

SPED 3850. Independent Study in Special Education. Semi-independent study of selected topics in special education. May be repeated. Consent of instructor required. [1-3]

SPED 3890. Special Topics in Special Education. Study of selected topics or issues related to special education such as teaching culturally or linguistically diverse learners, accommodating academic diversity in classrooms, or augmentative communication techniques. May be repeated for credit with change in topic. [1-3]

SPED 3980. Honors Seminar in Special Education. This seminar is completed as part of the Honors Program in Special Education, which is designed to allow students experiences working with a faculty member on research activities. The course is taken during the junior year concurrent with engagement in research with a faculty mentor's team for at least five hours per week. During weekly meetings, students will be introduced to various research methodologies, read and discuss articles and studies that use a variety of research designs, examine and share their roles on a faculty mentor's team, and ultimately, complete and share an Honors Project at the end of the spring semester. Acceptance into the Honors Program and permission of the instructor are required. [0-1]

SPED 4950. Student Teaching Seminar. Students complete assignments and structured activities that demonstrate their ability to apply knowledge, skills, and dispositions acquired during the core courses and field-based experiences of the special education major. The weekly seminar discussion focuses on understanding situations and solving problems that naturally occur during the student teaching experience. A \$300.00 Teacher Performance Assessment fee is associated with this course. Must co-register for either SPED 4954 or 4951. [3]

SPED 4951. Student Teaching in Special Education. Observation, participation, and classroom teaching for undergraduate students in any area of exceptionality. Placements are dependent on license areas. Prerequisite: Admission to student teaching. Corequisite: SPED 4950. [9]

SPED 4954. Student Teaching in Special Education and Education. (Also listed as EDUC 4954) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. Corequisite: SPED 4950. [9]

Interventionist/High Incidence/Modified

SPEDH 3308. Understanding Students with Severe and Persistent Academic and Behavior Difficulties. This course has three main components. The first component will focus on the cognitive, perceptual, language, academic, and social/emotional characteristics and needs of students with severe and persistent academic and behavior difficulties. The second component will focus on special education law and developing IEPs. The final component will focus on developing lesson plans and general strategies for teaching students with severe and persistent academic and behavior difficulties. Prerequisite: SPED 1210. [3]

SPEDH 3318. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties. This course focuses on the diagnosis and evaluation of students with severe and persistent academic and behavior difficulties using a variety of developmentally appropriate curriculum based measurements, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific considerations is given to the reporting of assessment information to parents, teachers and other support personnel to determine appropriate placement levels within the continuum of services. Prerequisite: SPED 1210. Co-requisite: 1 hour of SPED 3871. [3]

SPEDH 3328. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8. This methodological course consists of two components. The first focuses on the possible causes for disabilities in the area of mathematics and assessment of those disabilities. The second emphasizes explicit teaching procedures, direct instruction, and instructional design principles that apply to teaching mathematics in grades K-8. Prerequisite: SPED 1210 and 3308. [3]

SPEDH 3338. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties. Presents empirically validated instructional procedures to address the reading deficits of students with severe and persistent academic and behavior difficulties. Integration of explicit teaching procedures, direct instruction, and instructional design principles that apply to a range of academic domains are emphasized. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Candidates apply skills in classroom settings. Prerequisite: SPED 1210 and 3308. Co-requisite: 1 hour of SPED 3871. [3]

SPEDH 3348. Language and Learning. This course examines writing and language development, the written and language difficulties encountered by students with high incidence disabilities, assessment and instruction of writing and language difficulties, as well as cultural diversity and writing and language differences. Not open to students who have earned credit for SPEDS 2430 without permission. Total credit for this course and SPEDS 2430 will not exceed 3 credit hours. Credit hours reduced from second course taken (or from test or transfer credit) as appropriate. [3]

SPEDH 3358. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties. This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. Prerequisite: SPED 1210 and 3338. Co-requisite: 1 hour of SPED 3871. [3]

SPEDH 3368. Teaching Middle School Students with Severe and Persistent Academic and Behavior Difficulties. This middle school course for teaching students with severe and persistent academic and behavior difficulties has two components. The first focuses on teaching English Language Arts across the curriculum at the middle school, including reading literature and informational text, language development, writing, speaking, and listening. The second component focuses on skills needed for collaborating with other school personnel and preparing students to transition to high school. [3]

SPEDH 3378. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties. This is an introductory course in teaching students with severe and persistent academic and behavior problems at the high school setting. The first half of the course covers models of teaching special education at the secondary level, transition-related legislation, post-school outcomes of high school students with disabilities, and dropout prevention within a context of cultural diversity. The second half focuses on empirically-based secondary special education

strategies, including academic/study skills and accommodations, social skills, self-determination, ITP development, and career education and employment. [3]

SPEDH 3388. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties 6-12. This mathematics methods course for teaching 6-12th grade students with severe and persistent academic and behavior difficulties consist of two major components. The first component focuses on the possible causes of math disabilities and assessment of math disabilities. The second component emphasizes instructional design principles, explicit teaching procedures, interventions, and mathematics pedagogy at the secondary level. [3]

SPEDH 3771. Practicum: Accommodating Academic Diversity in the Classroom. This practicum is designed to allow students to work with both special educators and general educators regarding the needs of students with disabilities. Emphasis is placed on accessing the general education curriculum. Corequisite: SPED 3770 or 3777. [5]

SPEDH 3777. School and Classroom Supports Teaching Students Academic Behavior Difficulties. This course focuses on practices to support teaching and learning of students with severe and persistent academic and behavior difficulties. Core topics include the following: (1) Effective classroom management to enhance appropriate behavior, prevent problem behavior, and support students at-risk for and with behavior difficulties; (2) Research, efficacy and models of co-teaching; (3) Collaboration with colleagues and families; (4) Technology use to support instruction and accessibility; and (5) Ethical professional behavior. [3]

SPEDH 3871. Field Work in Special Education for Mild/Moderate Disabilities. Field-based application of correlated course content to classroom strategies. Planning, implementation, and evaluating instructional procedures for students with mild to moderate disabilities. May be repeated. Prerequisites: SPED 1210 and SPED 2110. Fall semester Corequisites: SPED 2310, SPEDH 3338 and 3348. Spring Semester Corequisites: SPEDH 3318, 3328, and 3368. [3].

Severe/Comprehensive

SPEDS 2120. Family Intervention. An overview of different approaches, current issues, and problems involved in working with and supporting families. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. [3]

SPEDS 2430. Introduction to Language and Communication. Overview of normal language development, psycholinguistic terminology and research, speech and language disorders and their remediation, and specific intervention procedures for the development of speech and language skills in children and youth. Not open to students who have earned credit for SPEDH 3348 without permission. Total credit for this course and SPEDH 3348 will not exceed 3 credit hours. Credit hours reduced from second course taken (or from test or transfer credit) as appropriate. [3]

SPEDS 2450. Augmentative and Alternative Communication. This course is designed to provide an overview of the field of augmentative and alternative communication (AAC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of the theories that are important to the understanding of appropriate uses of AAC systems, and the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include guidelines for selecting, implementing, using, and monitoring the use of AAC systems. [3]

SPEDS 3300. Methods of Instruction for Students with Severe and Multiple Disabilities. Provides information on the nature and needs of individuals with severe disabilities and the roles of federal, state, and local agencies in providing services to this population. Emphasis is placed on strategies for the acquisition and generalized use of age appropriate functional skills in natural community-based settings. Methods for developing and implementing individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation/leisure, vocational and general community living skills. Must co-register for SPEDS 3871. [3]

SPEDS 3312. Procedures in Transition to Adult Life. (Also listed as HODC 3312) Overview of history, legislation, and practice in the areas of community and employment integration for persons with disabilities. Emphasis on various strategies for promoting a successful transition from school to life. Students are required to

develop instructional plans for integration within the community. Students will apply their skills in community or classroom settings. Prerequisite: SPED 2310. Corequisite: SPEDS 3871. [3]

SPEDS 3330. Characteristics of Students with Autism, Intellectual, and Multiple Disabilities. This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with severe, profound, and multiple disabilities in educational settings. Corequisite: SPEDS 3871. [3]

SPEDS 3350. Access to General Education and Teaching Functional Academics. The course provides in-depth information on teaching students with severe disabilities. Emphasis is on strategies for the acquisition and generalized use of age-appropriate functional skills in natural school and community-based settings. Methods for developing and implementing individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation/leisure, and general community living skills. Current research evidence to support effective practices is stressed. [3]

SPEDS 3600. 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 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. Prerequisites: SPED 1210 and SPEDS 3330. Corequisite: SPEDS 3300. [3]

SPEDS 3661. Fieldwork in Special Education: Severe Disabilities. Students will participate in field-work in special education, specifically in classrooms for students with severe exceptionalities and/or autism. Students will complete activities tied to a fieldwork in special education seminar. This course may be repeated. Corequisite: SPEDS 3667. Prerequisites SPED 3871 both fall and spring. [3]

SPEDS 3667. Seminar in Teaching Students with Autism, Intellectual, and Multiple Disabilities. Seminar for undergraduate students related to their field-work in local classrooms with severe disabilities and/or autism. Students will complete various assignments and implement them in a classroom setting. This course may be used to satisfy the Peabody College writing requirement. Prerequisites: SPED 1210, 2120, 2450, SPEDS 3300, 3330, 3312, 3350. Corequisite: SPEDS 3661. [3]

SPEDS 3871. Field Work in Special Education: Autism, Intellectual, and Multiple Disabilities. Field-based application of correlated course content to classroom strategies. Planning, implementation, and evaluating instructional procedures for students with severe disabilities. May be repeated. Prerequisites: SPED 1210, SPED 2110, SPED 2430. Fall semester Corequisites: SPED 2310, and SPEDS 3330. Spring Semester Corequisites: SPED 2450, SPEDS 3312, and SPED 3328. [3].

Vision

SPEDV 3355. Orientation and Mobility for Teachers of Students with Visual Impairments. Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

Teaching and Learning

Education

EDUC 1001. Commons iSeminar. Commons iSeminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

EDUC 1220. Society, the School, and the Teacher. Introduces the relationship between society's goals and those of the school. Studies the community setting and the school, the social, political, and instructional organization of a school, and the roles and values of a teacher. Field experience. [3]

EDUC 2160. Cultural Diversity in American Education. (Also listed as SPED 2060) 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]

EDUC 3120. Children in Families and Schools. Examines the cultural, social-political, historical, and collaborative influences of families and educational institutions on children's development and learning. Emphasis on understanding family-school connections and developing partnerships to foster maximum growth of children. [3]

EDUC 3140. Learning and Development in Early Childhood Education. Applying an understanding of learning and development, students examine a variety of early childhood curriculum models based upon their assumptions about learning and development. Students consider how the role of the classroom teacher and the establishment of classroom norms are shaped by each curricular model. An imbedded 20-hour practicum enables students to see different curricular models and to interact with preschool children. [3]

EDUC 3212. Introduction to Reading Processes and Assessment. Develops an understanding of reading and of elementary students as readers. Examines theoretical models, approaches, and the development of reading in elementary classrooms. Candidates will investigate how children learn to read, explore assessments that reveal student understanding of reading, and apply this knowledge in scaffolding reading with individual students. Provides informal assessment and teaching experiences within a school setting. [3]

EDUC 3214. Theory and Methods of Reading Instruction in Elementary Schools. Examines approaches, strategies, and methods for teaching reading in elementary classrooms with attention paid to philosophies and principles of instructional practice designed to individualize instruction and support literacy development. Discusses underlying concepts and theories pertaining to literacy instruction and relates these to classroom practice. Although grounded in the philosophy that reading and writing are not discrete entities, the course focuses on reading. Prerequisite: EDUC 3212; Corequisite: EDUC 3215 and EDUC 3216. [3]

EDUC 3215. Language Arts in Elementary Schools. Examines the nature of language development in the elementary school years with attention paid to principles and practices for teaching English language arts, particularly related to writing instruction. Consideration of instructional practices designed to individualize instruction and support literacy development will occur. Prerequisite: EDUC 3212; Corequisite: EDUC 3214 and EDUC 3216. [3]

EDUC 3216. Practicum in Teaching Elementary Reading and Language Arts. Field experiences in a variety of elementary classroom settings designed to provide practical experience and reflection on the teaching of reading and the language arts. Prerequisite: EDUC 3212; Corequisite: EDUC 3214 and EDUC 3215. [1]

EDUC 3240. Practicum in Elementary Science and Social Studies. Field experiences in a variety of school, grade level, and instructional settings, designed to integrate and apply teaching skills developed in the elementary science and social studies methods courses. Corequisite: SCED 3240 and SED 3240. [1]

EDUC 3270. Managing Instructional Settings. Examines several planning and management philosophies and a variety of practices for use with early childhood and/or elementary school students. [2]

EDUC 3280. Planning & Assessment Strategies. Students will explore the research-based curriculum design process of backwards planning by learning about the theory behind teaching toward a course Big Idea, essential questions, and identified content standards. Students will also learn how to identify and write equity-based

classroom assessments and lesson plans. The course has a field-embedded component that requires students to spend 9 to 12 hours in the field. [3]

EDUC 3310. Classroom Ecology. This course explores how teachers make design choices for an environment that creates optimal conditions for student learning. Design elements include social and cultural contexts of learning, social/emotional learning, motivations for learning, and appropriate assessments. This is an introductory general methods class. Students will take specific methods classes in their area of teaching. [3]

EDUC 3620. Social and Philosophical Aspects of Education. Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

EDUC 3720. Principles for Teaching English Language Learner Students. This course, specifically designed for non-ELL majors, provides an overview of theoretically and empirically supported practices concerning the education of English language learners (ELLs) in grades PreK-12. Topics include: the role of second language acquisition in academic achievement, instructional strategies for developing English listening, speaking, reading and writing while accessing the core curriculum, 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 3730. English Language Learner Educational Foundations. This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. [3]

EDUC 3731. Practicum for Teaching English Language Learners I. A fieldbased practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite EDUC 3730. [1]

EDUC 3740. English Language Learner Methods and Materials. This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (preK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development for LEP children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, and English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour of EDUC 3742. [3]

EDUC 3742. Practicum for Teaching English Language Learners II. A field-based practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite: EDUC 3740. [1-3]

EDUC 3750. Linguistics and Language Acquisition for English Language Learner Teachers. 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 3760. Assessment of English Language Learners. This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. [3]

EDUC 3763. Practicum for Teaching English Language Learners III. A field-based practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite: EDUC 3760. [13]

EDUC 3770. Language Socialization and Variation. This course provides a sociocultural view of language development and use in the US. Specific topics covered include examination of components and characteristics of

language structure as they relate to dialectal variation, discourse patterns and ways in which they relate to discourse differences among dialect groups. We will analyze the socio-political nature of language standards and "standard" usage and investigate ways in which teachers can integrate dialect diversity into the language arts classroom and reading instruction language. Prerequisite or co-requisite: EDUC 3750 or PSY-PC 3130 [3]

EDUC 3790. 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 3750. [3]

EDUC 3850. Independent Study in Education. Semi-independent study on selected topics in education. Consent of instructor required. May be repeated. [1-3]

EDUC 3860. Honors Research in Education. Individual programs of reading on the conduct of research studies in education. May be repeated. Consent of instructor required. [1-3]

EDUC 3861. Initial Fieldwork in Educational Studies. Field-based application of Education Studies coursework, providing students an opportunity to integrate and apply theory and practice to learning in out-of-school settings. Students are placed in culturally diverse education settings and are given opportunities to engage in practitioner observations, learning design and implementation, and guided reflective practice. [3]

EDUC 3862. Advanced Fieldwork in Educational Studies. Advanced experience for Education Studies coursework, providing students an opportunity to develop independent experience in out-of-school settings and to apply at an advanced level theory and practice to learning in out-of-school settings. Students are placed in culturally diverse education settings and are given opportunities to engage in practitioner observations, learning design and implementation, and guided reflective practice. [3]

EDUC 3871. Practicum in Secondary Education I. Field experience in middle and secondary school settings. Designed for secondary education majors in their sophomore year. Corequisite: PSY-PC 2550 [1]

EDUC 3872. Practicum in Secondary Education II. Field experience in middle and secondary school settings. Designed for secondary education majors in their junior year. [1]

EDUC 3890. Special Topics in Education. Exploration of special issues on topics related to education. May be repeated for credit with change of topic. [1-3]

EDUC 4950. Capstone Fieldwork in Educational Studies. Capstone experience for Education Studies coursework, providing students an opportunity to develop independent experience in out-of-school settings and to apply at an advanced level theory and practice to learning in out-of-school settings. Students are placed in culturally diverse education settings and are given opportunities to engage in practitioner observations, learning design and implementation, and guided reflective practice. Capstone experiences should include opportunities for students to develop, direct or implement learning opportunities with increasing independence from field partners. [6]

EDUC 4951. Student Teaching in Early Childhood. Observation and teaching experience for students seeking PreK-3 licensure. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4952. Student Teaching in the Elementary School. Observation and teaching experience in elementary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4953. Student Teaching in the Secondary School. Observation and teaching experience in secondary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4954. Student Teaching in Education and Special Education. (Also listed as SPED 4954) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. [9]

EDUC 4961. Student Teaching Seminar: Early Childhood. Seminar to accompany EDUC 4951. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

EDUC 4962. Student Teaching Seminar: Elementary. Seminar to accompany EDUC 4952. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

English Education

ENED 2200. Exploring Literature for Children. Explores characteristics of good literature for children ages birth to 12, authors and illustrators of the genre, and issues in the area of children's literature. [3]

ENED 2430. Fostering Language in Diverse Classrooms. Overview of language learning, emphasizing ages 3 - 8 and the role of teachers and parents in fostering growth. Variability associated with culture, income, home language and individual child characteristics is examined from developmental and sociolinguistic perspectives. Students examine language use and teaching as part of an 8 hour practicum in an early childhood classroom. [3]

ENED 3310. Language Study in the Secondary Classroom. Investigates various methods of approaching grammar, vocabulary spelling, semantics, and bi-dialectism in the English classroom. For teachers and prospective teachers of middle school and high school English. [3]

ENED 3320. Untapped Potential: The Power of Books for Fostering Language and Learning. This course fosters an understanding of the importance of developing oral language and thinking skills in read alouds and develops students' competence in implementing instructional strategies in their work with children and families. Course content explores historical trends and lines of inquiry in storybook reading research over the past four decades and engages students in critical conversations about the extent to which current pedagogical practices reflect or rebuff research recommendations. The course explores book selection, vocabulary development, inferential reasoning, the use of repeated readings, responding to students' questions and confusions, and crafting high-cognitive demand discussions in narratives read aloud to children from Pre-K through fourth grade. The roles of adults and approaches to sharing books with children are explored from developmental and cultural perspectives. Content includes careful study and discussion of narrative picture books, criteria for identifying high-quality literature, and extracting worthy story themes with an aim toward developing skill in using books that embody humanizing pedagogies and diverse perspectives. Assignments involve the application of course content to teacher observations, the implementation of multiple readings in embedded fieldwork experiences, book studies, and the opportunities for special projects related to nuanced interest areas. [3]

ENED 3340. Reading and Learning with Print and New Media. Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

ENED 3350. Literature, Popular Culture, and New Media. Examines a wide range of multigenre, multimodal, and digital texts appropriate for readers of middle school and high school age. Considers the influence of popular culture and digital technologies on young adult literature. Includes materials and texts for readers of various ability levels. [3]

ENED 3357. Literature, Pop Culture, and New Media. Considers the influence of popular culture and digital technologies on young adult literature and the ways in which societal critique, role of the media, and negotiating identity categories play out in those texts. Examines a wide range of Multigenre, multimodal, and digital fiction focused on various themes such as Real and Imagined Worlds: Gaming and Technology in Texts, Vampires, Zombies, Werewolves and Monsters: Imagining the Other, and Who am I? Race, Class, Gender, and Sexual Identity in Literature. [3]

ENED 3370. Teaching Literature and New Media in the Secondary School. Students study how pedagogy might be developed that connects traditional literature instruction with media popular cultural media. Methods and theories for reading and teaching short stories, poetry, and novels are juxtaposed and interwoven with methods and theories for reading and teaching web sites, comics, film, and other media. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: ENED 3371. [3]

ENED 3371. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: ENED 3370 [1]

ENED 3380. Teaching Writing in Secondary Schools. Designed to encourage student teachers to examine the complexities of teaching writing in middle and high school settings and to develop a theoretically sound methodology that will allow them to design meaningful, engaging, and thoughtful writing instruction. [3]

ENED 3400. Harry Potter and Children's Literature. Students will examine British Literature related to J.K. Rowling's novels. Students will be asked to relate what they learn from other children's literature to the characters, plot, and themes of the Harry Potter novels as well as the opportunity to perform a variety of critical analyses of a social/cultural phenomena with progressive young adult literature. Additionally, students will explore the film versions of all novels discussed to analyze and critique the adaptations. This is a weekend course that includes week-long travel to the United Kingdom where students will engage in the stories in an experiential journey of local UK sites, studios, and museums. [3]

ENED 3410. Literature of Social Transformation. Historical events, issues, and movements are often explored in literature for children and adolescents. The literature helps make history come alive. This class will focus on stories relating to the Civil Rights Movement that led to social transformation the United States. In this weekend course, students will explore books written for children/young adults, discuss specific episodes of the Movement where youth had great impact, and visit libraries, museums, and related sites. [3]

ENED 3850. Independent Study in English Education. Semi-independent study on selected topics in English education. Consent of supervising instructor required. May be repeated. [1-3]

ENED 3890. Special Topics in English Education. Exploration of special topics related to English education. May be repeated with change of topic. [1-3]

ENED 4963. Student Teaching Seminar: Secondary. Seminar to accompany EDUC 4953. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Foreign Language Education

FLED 3850. Independent Study in Foreign Language Education. Semi-independent study on selected topics in foreign language education. May be repeated. Consent of instructor required. [1-3]

FLED 3890. Special Topics in Foreign Language Education. Exploration of special issues or topics related to foreign language education. May be repeated for credit with change of topic. [1-3]

Humanities Education

HMED 2250. Introduction to Arts Education. Acquaints the student with the philosophical and pedagogical base with which to develop competence in teaching the arts. [2]

HMED 3850. Independent Study in Humanities Education. Semi-independent study on selected topics in humanities education. May be repeated. Consent of faculty supervisor required. [1-3]

HMED 3890. Special Topics in Humanities Education. Explores special topics related to humanities education. May be repeated with change of topic. [1-3]

Math Education

MTED 2200. Mathematics for Elementary Teachers. This course is the first of a sequence designed for those students seeking elementary licensure with an emphasis on grades preK-3. The course deals with issues of both content and pedagogy that are relevant to these grades. The course is prerequisite to MTED 3250. [3]

MTED 2300. Pedagogy Seminar. This pedagogy seminar accompanies a core course in the College of Arts & Sciences and examines the process of teaching and learning of that course content. Students enrolled in the core course lecture may elect to participate in this accompanying one credit pedagogy seminar. This optional seminar will be team-taught by the core course instructor and an education faculty member. [1]

MTED 3250. Teaching Mathematics in Elementary Schools. This course is the second in a sequence of courses designed for those students seeking elementary licensure with an emphasis on grades 2-5. This course deals with issues of both content and pedagogy that are relevant to these grades. This course must be taken concurrent with MTED 3251. Prerequisite: MTED 2200. [2]

MTED 3251. Practicum in Elementary Mathematics. Field experiences providing students an opportunity to integrate and apply teaching skills developed in the elementary mathematics course. Students are placed in a local elementary school classroom and are given opportunities to engage in classroom observations, curriculum planning and implementation, and guided reflective practice. Corequisite: MTED 3250. May be taken only once. [1]

MTED 3320. Introduction to Literacies in Mathematics. This course is intended for licensure candidates in secondary education for mathematics and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

MTED 3360. Computers, Teaching, and Mathematical Visualization. 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 3370. Teaching Mathematics in Secondary Schools. Study of conceptual structure, curriculum, objectives, instructional approaches, materials, learning theory, and philosophies of assessment as they relate to teaching mathematics in middle and secondary schools. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: MTED 3371. [3]

MTED 3371. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: MTED 3370 [1]

MTED 3850. Independent Study in Mathematics Education. Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor. [1-3]

MTED 3890. Special Topics in Mathematics Education. Exploration of special topics related to mathematics education. May be repeated with change of topic. [1-3]

MTED 4963. Student Teaching Seminar: Secondary. Seminar to accompany EDUC 4953. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Science Education

SCED 2330. Pedagogy Seminar. This pedagogy seminar accompanies a core course in the College of Arts & Sciences and examines the process of teaching and learning of that course content. Students enrolled in the core course lecture may elect to participate in this accompanying one credit pedagogy seminar. This optional seminar will be team-taught by the core course instructor and an education faculty member. [1]

SCED 3240. Teaching Science in Elementary Schools. Study of the nature of science, discovery (inquiry) teaching and learning, curriculum approaches, goals and standards, trends, instructional and assessment strategies, and resources and materials for teaching science in grades K-5, with emphasis on grades 2-5. [2]

SCED 3320. Introduction to Literacies in Science. This course is intended for licensure candidates in secondary science education and for other students who want to explore the concepts and practices of disciplinary literacy, that is, the links between content and communication. [3]

SCED 3370. Teaching Science in Secondary Schools. Study of instructional approaches, materials, curriculum resources, trends, inquiry teaching and learning, for teaching in secondary schools. Required for secondary school licensure in the sciences. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: SCED 3371. [3]

SCED 3371. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite SCED 3370 [1]

SCED 3400. Modeling in the Secondary Science Classroom. This course is intended for licensure candidates in secondary science education and for other students who want to explore modeling in the secondary science classroom. [3]

SCED 3850. Independent Study in Science Education. Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1-3]

SCED 3890. Special Topics in Science Education. Exploration of a special topic related to science education. May be repeated with change of topic. [1-3]

SCED 4963. Student Teaching Seminar: Secondary. Seminar to accompany EDUC 4953. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Social Studies Education

SSED 2100. Scientific and Historical Reasoning in Young Children. This course focuses on issues of the development of subject matter reasoning and understanding in young children. The course will examine the interplay between informal and formal experiences that influence the development of scientific and historical reasoning as children transition from their intuitive theories to a more formal study of subject matter disciplines. [3]

SSED 2300. Pedagogy Seminar. This pedagogy seminar accompanies a core course in the College of Arts & Sciences and examines the process of teaching and learning of that course content. Students enrolled in the core course lecture may elect to participate in this accompanying one credit pedagogy seminar. This optional seminar will be team-taught by the core course instructor and an education faculty member. [1]

SSED 3240. Teaching Social Studies in Elementary Schools. Study of conceptual structure of social studies curricula with emphasis on curricular objectives, instructional approaches, teaching materials, and evaluative strategies focusing on teaching social studies in grades K-5, with emphasis on grades 2-5. Corequisite: SCED 3240 and EDUC 3240. [2]

SSED 3260. Human Geography. (Also listed as SSED 6240 for Professional 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 3320. Introduction to Literacies in the Social Studies. This course is intended for licensure candidates in secondary education for social studies and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

SSED 3370. Teaching Social Studies in Secondary Schools. Instructional principles and techniques of teaching social studies. Required of students seeking secondary school licensure in social studies, a social science field, or history. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: SSED 3371. [3]

SSED 3371. Practicum in Secondary Education III. Observation, participation, and teaching in middle school and secondary school settings. Corequisite: SSED 3370 [1]

SSED 3850. Independent Study in Social Studies Education. Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1-3]

SSED 3890. Special Topics in Social Studies Education. Exploration of special topics related to social studies education. May be repeated with change of topic. [1-3]

SSED 4963. Student Teaching Seminar: Secondary. Seminar to accompany EDUC 4953. A \$300.00 Teacher Performance Assessment fee is associated with this course. [3]

Peabody Honors Scholars

PSCH 1110. Peabody Honors Seminar I. Spring seminar for selected Peabody students. [3]

PSCH 1817. Peabody Honors Seminar in the Humanities and Creative Arts. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to six credits per semester of enrollment. [3]

PSCH 1827. Peabody Perspectives Honors Seminar. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to six credits per semester of enrollment. [3]

PSCH 1837. Peabody Honors Seminar Behavioral and Social Sciences. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to six credits per semester of enrollment. [3]

PSCH 1847. Peabody Honors Seminar in History and Culture of the United States. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to 6 credits per semester of enrollment. [3]

PSCH 1857. Peabody Honors Seminar in Mathematics and Natural Science. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to six credits per semester of enrollment. [3]

PSCH 1867. Peabody Honors Seminar in International Cultures. Offered on a graded basis only. May be repeated for credit more than once if there is no duplication in topic, but students may earn only up to six credits per semester of enrollment. [3]

PSCH 2115. Peabody Scholars Seminar II. Seminar for Peabody Scholars in the second year of study. Topics vary. [0-3]

PSCH 4965. Peabody Scholars Capstone Seminar I. Capstone Seminar for Peabody Scholars to be taken fall semester of the senior year. [0-3]

PSCH 4966. Peabody Scholars Capstone Seminar II. Capstone Seminar for Peabody Scholars to be taken spring semester of the senior year. [0-3]

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