

**Peabody College
of
Vanderbilt University**

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**Human and Organizational
Development**

2009/2010

FOREWORD

Welcome to Peabody! This is your guidebook designed to lead you to successful completion of your major in Human and Organizational Development. Over the next four years, you will find it to be a ready source of information on your major requirements, policies and procedures, and offices to contact with your questions as you make your journey toward the Bachelor of Science degree in May 2013.

You will be expected to keep this handbook for four years and carry it to each advising appointment with your academic adviser. Each semester, you should update your program of studies checklist in the handbook noting the courses that you are taking to fulfill both Liberal Education Core and Major requirements. Keeping the program of studies checklist updated and checking your on-line degree audit will let you and your adviser know what is remaining in your degree program. Always go to advising sessions prepared with the list of courses that you plan to undertake for the up-coming semester and a copy of your degree audit.

The Peabody academic policies and procedures may not be the same as other Vanderbilt undergraduate schools. You should be familiar with the Peabody policies contained in this handbook regarding class-standing, probation/dismissal, transfer of credit, pass/fail, registration for independent study courses, and others.

If you have questions concerning information in this handbook always consult your academic adviser first. If your adviser is unavailable to help you, contact your department's Director of Undergraduate Studies. Finally, if you still need assistance or are uncertain of where to find an answer, contact the Office of Student Affairs (343-6947) or the Office of Records and Registration (322-8400)

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PEABODY COLLEGE ACADEMIC CALENDAR 2009-2010

Any posted times are Central Daylight/Standard Time

FALL 2009

June 26, Fri	Fall Course Request Period ends at 4:00 P.M.
July 17, Fri	Fall confirmation schedules mailed to home addresses
July 27, Mon	Fall Registration Period begins for students who did not get all requested courses
Aug 3, Mon	All students may resume using the OASIS registration program
Aug 19, Wed	Deadline for all students to pay fall charges
Aug 22, Sat	Orientation begins for all new undergraduate students; residence halls open at 7:00 A.M.
Aug 24, Mon	Mandatory Peabody First Year Orientation sessions; Peabody picnic; adviser Appointments
Aug 25, Tues	Fall Registration ends on OASIS at 4:00P.M.
Aug 26, Wed	First Day of Classes
Aug 27, Thurs	The Fall Change Period begins on OASIS at 8:00 A.M.; students may drop and add fall courses for one week; the Wait List feature on OASIS is activated for closed courses
Sept 1, Tues	The Wait List feature on OASIS ends at 4:00 P.M.
Sept 2, Wed	Fall Change Period ends at 4:00 P.M.; last day to add a fall course; last day to drop a fall course without a "W" grade; all students schedules must be finalized by 4:00 P.M.
Oct 5-11, Mon-Fri	Mid-term examination period
Oct 16, Fri	Mid-term deficiency grade reports are mailed to student campus boxes and parent home addresses
Oct 22-23, Thurs-Fri	October Break – enjoy!
Oct 30, Fri	Last day to drop a fall course with a "W" grade
Nov 2, Mon	Spring Registration – Course Request Period begins
Nov 13, Fri	Spring Course Request Period ends
Nov 21-29, Sat-Sun	Thanksgiving Holidays
Dec 10, Thurs	Last day of fall classes; spring registration resumes on OASIS for bumped students at 8:00 A.M.
Dec 11-19, Fri-Sat	Fall semester reading days and final examinations

SPRING 2010

Jan 7, Thurs	Deadline for students to pay spring tuition and fee charges
Jan 12, Tues	The Spring Registration Period ends at 4:00 P.M.
Jan 13, Wed	First day of spring classes
Jan 14, Thursday	The Spring Change Period begins on OASIS at 8:00 A.M.; students may drop and add spring courses for one week; the Wait List feature on OASIS is activated for closed courses
Jan 18, Mon	The Wait List feature on OASIS ends at 4:00 P.M.
Jan 19, Tues	Spring Change Period ends at 4:00 P.M.; last day to add a spring course; last day to drop a spring course without a "W" grade; all students schedules must be finalized by 4:00 P.M.
Mar 1-5, Mon-Fri	Mid-term examination period
Mar 6-14, Sat-Sun	Spring Holidays
Mar 12, Fri	Mid-term deficiency grade reports are mailed to student campus boxes and parent home addresses
Mar 19, Fri	Last day students may drop a spring course with a W grade
Mar 29-Apr 2, Mon-Wed	Registration for summer courses on OASIS
Apr 5, Mon	Fall Course Request Period begins
Apr 16, Fri	Last day for students to submit completed summer school elsewhere approval forms to the Office of Records and Registration
Apr 27, Tues	Last day of spring classes
Apr 28-May 6, Wed-Thurs	Spring semester reading days and final examinations
Apr 30, Fri	All students must be registered for fall before 4:00 P.M.

Summer 2010

May 10, Mon	Supplemental registration for May session courses; May session courses begin
June 4, Fri	May session courses end
June 7, Mon	Registration for summer sessions
June 8, Tues	First-half courses begin
July 8, Thurs	Examinations for first-half courses
July 12, Mon	Supplementary registration for second-half courses
July 13, Tues	Second-half courses begin
Aug 13, Fri	Summer terms ends

PEABODY ADMINISTRATIVE OFFICES

Peabody Office of Records and Registration

The Office of Records and Registration is responsible for maintaining academic records of Peabody students from matriculation to graduation. This office prepares the Peabody undergraduate handbooks and the schedule of courses for each semester. It is also responsible for the maintenance of the On-Line Access to Student Information Services (OASIS) registration program and the on-line Degree Audits for all Peabody undergraduate majors and minors.

This office processes all academic record entries and changes such as address, adviser, grade, major, minor, track, and transfer of credit. This office also reviews students' academic programs at time of degree completion. The Office of Records and Registration will send important notices by email to your Vanderbilt email address. Students are expected to check their Vanderbilt email account regularly.

Peabody Office of Student Affairs

The Office of Student Affairs serves Peabody's students by facilitating their success and development. This office provides students with support and advocacy for a variety of academic, developmental, and personal issues. It also assists students in navigating the university's programs, policies, services, and resources. In its work with students the office also assists their faculty and families when needed. The office is focused on promoting student accountability and problem solving as well as on supporting their educational and personal development.

The Office of Student Affairs works closely with other offices on campus to ensure that students are able to make connections and contacts that will enrich and improve their educational experience. This office also sponsors the Peabody Council, Peabody's arm of the university's student government, as well as the Peabody Academic Leaders (PALs) who serve to improve and support Peabody programs. The office coordinates events and activities such as Picnic with Profs, the Hanging of the Green, the gingerbread house contest and community service. Students are welcome in the office at any time to discuss their Vanderbilt experience and to take advantage of services available.

Peabody Office of Teacher Licensure

The Office of Teacher Licensure monitors progress toward teacher licensure for Vanderbilt students, including admission to teacher education (Screening I), admission to student teaching (Screening II), student teaching, and final recommendations for licensure in Tennessee and other states. It also facilitates and tracks PRAXIS testing.

Peabody Departmental and Program Offices

The five Peabody departments are Human and Organizational Development, Leadership, Policy and Organizations, Psychology and Human Development, Special Education, and Teaching and Learning. The departments administer the eight undergraduate majors.

Each department has a Director of Undergraduate Studies who is responsible for updating programmatic requirements, assigning academic advisers, meeting with students when advisers are not available, monitoring the progress of students in their program and sitting on the Peabody Undergraduate Administrative Committee.

The Undergraduate Administrative Committee (UAC) is a faculty committee that reviews academic actions, academic honors, petitions for policy exceptions, and requests for readmission.

**PEABODY COLLEGE
ADMINISTRATIVE OFFICE DIRECTORY**

CENTRAL OFFICES	LOCATION	PHONE
Office of the Dean	201 Administration Bldg	322-8407
Office of Records & Registration	216 Administration Bldg	322-8400
Office of Student Affairs	218 Administration Bldg	322-6947
Office of Teacher Licensure	210 Administration Bldg	322-8270
DEPARTMENTS AND PROGRAMS	LOCATION	PHONE
Human & Organizational Development	206 Mayborn	322-6881
Leadership, Policy, & Organizations	202 Payne	322-8000
Psychology & Human Development	104 Jesup	322-8141
Special Education	313 MRL	322-8280
Teaching & Learning	240 Wyatt Center	322-8100
OTHER		
Peabody Computer Lab	130 Wyatt Center	343-1867
Peabody Education Library		322-8095
Peabody Graduate Admissions	215 Administration Bldg & Recruitment	322-8410

HAVE A QUESTION OR NEED A FORM?

QUESTIONS REGARDING	WHERE TO GO	PHONE
Academic Advising	Faculty Adviser	
Academic Probation	Student Affairs	322-6947
Academic Dismissal	Student Affairs	
Academic Awards	Student Affairs	
Adviser Change	Major Department	
AP Credit	Records & Registration	322-8400
Billing	Student Accounts	343-6693
Career Planning	Career Center	322-3407
Course or Requirement Waivers	Major Department	
Course Schedule Preparations	Faculty Adviser	
Dean's List	Records & Registration	
Degree Audit	Records & Registration	
Drop & Add Courses	Records & Registration	
Enrollment Verification	University Registrar	322-7701
Financial Aid (Undergraduate)	Financial Aid Office	322-3591
Five Year Program Applications	Admissions & Recruitment	322-8410
Forms:		
Alternate Track	Student Affairs	
Change of Address	University Registrar	
Change of Course	Records & Registration	
Change of Name	University Registrar	
Change of Records	Records & Registration	
Course Substitution	Records & Registration	
Course Time Conflict	Records & Registration	
Course Underload/Overload	Student Affairs	
Declaration of Major/Minors	Records & Registration	
Good Standing Letters	Records & Registration	
Grade Changes	Records & Registration	
Graduation	Records & Registration	
Graduation Checkout	Records & Registration	
Graduate Course Credit	Records & Registration	
Graduate/Professional Programs	Admissions & Recruitment	322-8410
Health Center		343-4078
Housing		322-2591
Incomplete Grade	Records & Registration	
Individual Learning Contracts	Records & Registration	
Insurance (Student)	Student Accounts	322-6693
Intra University Transfer	University Registrar	
Leave of Absence	Student Affairs	
Licensure Requirements	Teacher Licensure Office	322-8270
Lost and Found		322-2745
Mid-Semester Deficiencies	Student Affairs	

PALS (Peabody Academic Leaders)	Student Affairs	
Peabody Student Association	Student Affairs	
Police/Security		322-2745
PRAXIS Registration Bulletin	Department Offices	322-8270
Program Requirements	Adviser/Department	
Recreation Center		343-6627
Registration for Courses	Records & Registration	
Screening Forms (Teacher Education)	Departments/On-line	
Summer Course Work Approval	Records & Registration	
Study Abroad Approval	Records & Registration	
Study Elsewhere Approval	Records & Registration	
Track Declaration	Major Department (HOD, SED, & SPED only)	
Transcripts	University Registrar	322-7701
Vanderbilt Study Abroad	Global Education Office	343-3139
Verification of Enrollment	University Registrar	
Transfer Credit	Records & Registration	
Transfer Intra-University	University Registrar	
Withdrawal	Records & Registration/Student Affairs	

THE REGISTRATION PROCESS

(Fall and Spring Semesters)

Course Request Period

Beginning with the Spring 2009 semester, First Year students should always register on the OASIS registration program during the published Course Request Period for each upcoming semester. All undergraduate students must meet with their academic adviser for approval of their courses and to receive their registration adviser approval code.

During the Course Request Period, maximum enrollment limits for individual courses are not enforced. Students are requesting the courses that they wish to take during this period but there is no guarantee that they will get every course nor every day and time slot initially selected for their courses.

Course Enrollment Review Period

At the conclusion of the Course Request Period, student access to the OASIS registration program is suspended. Each school and their departments review enrollments in all of their courses and make decisions as to whether to cancel under enrolled courses, create new sections for over enrolled courses, balance enrollments in a course by shifting students from over enrolled sections to under enrolled sections of the same course, or to remove students from over enrolled courses when there are no other options. Course confirmation schedules are sent to students at the conclusion of the enrollment review period to notify students of their final course schedule.

Course Registration Period

Students who have been removed from courses due to over-enrollment or cancellation have the first week of the Registration Period to replace the course(s) from which they have been removed. Students who failed to register during the Course Request Period and all other students wishing to make schedule changes will join the bumped students on the OASIS registration program a week later.

Registration Period dates are published on the academic calendar. The Registration Period ends during the fall and spring semesters at 6:00 a.m. on the day classes begin. During the Registration Period maximum enrollment limits on all courses are enforced. Hence, many courses will be closed because they are full.

Courses open and close during this period as students change their schedules, decide not to return, or take a leave of absence for a semester. Students seeking entrance into a closed course should check the desired course periodically for an open seat during the Registration Period. Wait lists are not open until the Change Period begins. It will not be productive to contact professors or departments during the Registration Period to get into a closed course.

Course Change Period

The Course Change Period begins the first day of classes at 8:00 a.m. It is during the Change Period that students may drop a course without a "W" grade, use the wait list feature for closed courses, and eligible students may declare a course pass/fail. Wait lists end the day before the change period formally ends. All students should be registered on OASIS for all classes for a given semester by 4:00 p.m. on the last day of the change period.

Course Maintenance Period

Students may view their schedules on OASIS but may no longer drop or add courses. The only command that students may use to revise their schedule is the CONVERT command which allows students to change a pass/fail designated course to a graded status.

After the last day of the Change Period, students may not add a course or declare a course pass/fail. Students who drop a course will receive a grade of "W" (withdrawal) and the course remains on the student's academic record. A "W" grade has no impact on the student's cumulative grade point average.

OTHER REGISTRATION INFORMATION**Pass/Fail Registration Review**

All pass/fail requests are reviewed after the close of the change period to be sure that students meet all the rules for registering for a course pass/fail. The OASIS registration program cannot check for academic standing and specific school rules regarding pass/fail. The pass/fail notation will be removed for all students not in compliance with their school's policies, and they will be notified accordingly. Students are not allowed to register for a course pass/fail until they have successfully completed two semesters at Vanderbilt.

Course Prerequisite and Corequisite Checking

It is the student's responsibility to know if courses for which they register have a required prerequisite or corequisite. At this time the OASIS registration program can not perform prerequisite and corequisite checking.

Dropping a Course after the Change Period

Students may drop a course through the eighth week of a semester. The specific last day to drop courses is published on the academic calendar. A grade of "W" will be assigned. Students who drop below twelve hours (full-time) must have permission of the Dean, Ellen Brier. There are implications for financial aid, health insurance, and academic standing when a student drops below full-time status.

Withdrawal from the University

Students who may need to withdraw from all classes during a semester for medical or personal reasons should contact the Dean, Ellen Brier. The tuition refund schedule is published in the Undergraduate Catalog.

Connecting to OASIS Registration System

<http://oasis.vanderbilt.edu/student/>

There are two ways to connect to OASIS:

1. (Preferred by Vanderbilt) Download PuTTY, the secure OASIS client. PuTTY is available for download at the above link. Downloads are available for Windows or MAC operating systems.
2. *OR* Use the OASIS web applet. This requires JAVA. (NOTE: The version of JAVA you are using and the security settings on your computer may interfere with your ability to connect to OASIS using the web applet. If this is the case, please use the preferred method above.)

Questions related to connecting with the university network and OASIS should be directed to the Information Technology Services Help Desk (615-343-1631 or 888-310-6466). Live chat at: <http://its.vanderbilt.edu/helpdesk/>

OASIS Instructions & Commands

Connect to OASIS using one of the above options. VUnet ID (in all lower case) and e-password are required.

Follow the instructions on the screen:

1. Once you are logged into OASIS, A sub-menu will open. Select the number for the Registration program.
2. Select the term for which you are registering

The registration screen opens. Using the commands below, TYPE in the command for your course request:

GENERAL REGISTRATION FUNCTION	COMMAND	EXAMPLE
<i>To enter a course selection</i>	ADD	ADD CHEM 102A
<i>To drop a course</i>	DROP	DROP CHEM 102A
<i>To change a course section</i>	CHANGE	CHANGE CHEM 102A
<i>To show subject area abbreviations</i>	SHOW	SHOW ENG <i>or</i> SHOW A&S <i>or</i> SHOW BLR <i>or</i> SHOW GPC
<i>To show course numbers in Mathematics</i>	SHOW	SHOW MATH
<i>To show course sections of Economics 100</i>	SHOW	SHOW ECON 100
<i>To show open courses within a specific dept</i>	SHOW	SHOW OPEN MATH
<i>To show first year A&S writing seminars</i>	SHOW	SHOW SEMINAR
<i>To show your schedule</i>	SHOW	SHOW SCHED
<i>To show a graphic of your weekly schedule</i>	SHOW	SHOW WEEK
<i>To print a graphic of your weekly schedule</i>	PRINT	PRINT
<i>For HELP</i>	HELP	Shows commands for which help is available
<i>To EXIT</i>	EXIT	EXIT (at any screen, and again at Main Menu)
CHANGE PERIOD <i>additional functions</i> <i>(available August 25-Sept. 1, 2008)</i>	COMMAND	EXAMPLE
<i>To apply for Pass/Fail status(soph., jr. sr.'s only)</i>	PF	PF HUM 215
<i>To remove Pass/Fail status</i>	CONVERT	CONVERT HUM 215
<i>To waitlist a course*</i>	WAIT	WAIT ECON 100 01
<i>*You must check your status every 24 hours to remain on the waitlist. To check status:</i>	UPDATE	UPDATE ECON 100 01
<i>If you receive the message that you are "conditionally enrolled", OASIS will ask if you wish to enroll in the course.</i>	<i>Answer Y or N</i>	Answer Y result: you are enrolled. Answer N result: you are not enrolled.
<i>To remove waitlist status</i>	REMOVE	REMOVE ECON 100 01

Peabody students with questions about the registration process, use of OASIS, or registration dates and deadlines should contact Mr. Robert Dauphinee at robert.dauphinee@vanderbilt.edu.

Advanced Placement and International Baccalaureate Test Score Credit

Students are responsible for having official copies of all entrance test scores submitted before their first semester of attendance. The lists below indicate the Vanderbilt course credit to be awarded for the subjects and scores represented on the chart below for Advanced Placement (AP) and/or International Baccalaureate (IB) examinations. No more than eight hours of AP credit are allowed in any one subject area.

Advanced Placement Test	Score	Hours	Course Credit
Art History	4, 5	6	HART 110, 111
Biology	4, 5	4	BSCI 100
Calculus AB	4	3	MATH 150A
Calculus AB	5	4	MATH 155A
Calculus BC	4, 5	8	MATH 155A, 155B
Calculus BC	3	3	MATH 150A (with a sub-score of 4 on Calculus AB)
Calculus BC	3	4	MATH 155A (with a sub-score of 5 on Calculus AB)
Chemistry	5	8	CHEM 102A, 102B, 104A, 104B and permits entry into CHEM 218A, 219A
Computer Science	4, 5	3	CS 101
Economics: Macro	4, 5	3	ECON 100
Economics: Micro	4, 5	3	ECON 101
English: Language & Composition	4, 5	3	ENGL 120W
English: Literature & Composition	4, 5	6	ENGL 102W, 105W
Environmental Science			None
European History	4, 5	3	HIST elective hours
French Language	4, 5	8	FREN 103, 201W
French Literature	4, 5	8	FREN 103 plus 3 hrs FREN elective
German Language	4, 5	6	GER 103, 104
Government & Politics: Comparative	4, 5	3	PSCI 101
Government & Politics: United States	4, 5	3	PSCI 100
Latin: Vergil	4, 5	3	LAT 104
Latin Literature	4, 5	3	LAT elective credit at 200 level
Music Theory	5	3	MUSC 102A
Music: Listening & Literature	4, 5	3	MUSL 141
Physics B	5	4	PHYS 105, 106
Physics C: Mechanics	5	4	PHYS 116A, 118A
Physics C: Electricity & Magnetism	5	4	PHYS 116B, 118B
Psychology	4, 5	3	PSY 101
Spanish: Language or Literature	5	8	SPAN 104, 202
Statistics	4, 5	3	MATH 127A
Studio Art	4, 5	3	ARTS elective hours
U.S. History	4, 5	3	HIST elective hours
World History	4, 5	3	HIST elective hours

International Baccalaureate Test	Score	Hours	Course Credit
Biology (standard/higher)	6, 7	4	BSCI 100
Chemistry (applied standard)	6, 7	8	CHEM 101A, 101B, 100A, 100B
Chemistry (higher)	6, 7	8	CHEM 102A, 102B, 104A, 104B
Economics (higher)	6, 7	6	ECON 100, 101
English (standard)	6, 7	3	ENGL 100
English (higher)	6, 7	6	ENGL 102W, 105W
French (standard)	6, 7	5	FREN 103
French (higher)	6, 7	8	FREN 103, plus 3 hrs FREN elective
Japanese (standard)	6, 7	10	JAPN 211, 212
Japanese (higher)	6, 7	6	JAPN 241, 242
Latin (standard)	6, 7	3	LAT 103
Latin (higher)	6, 7	6	LAT 103, 104
Mathematics (standard)	6, 7	7	MATH 140, 180
Mathematics (higher)	6, 7	8	MATH 155A, 180, plus 1 h MATH elective
Music (standard)	6, 7	3	MUSL 140
Music (higher)	6, 7	3	MUSL 141
Physics (standard)	7	3	PHYS 105
Physics (higher)	7	8	PHYS 116A/B, PHYS 118A/B
Psychology (standard/higher)	6, 7	3	PSY 101
Russian (standard)	6, 7	5	RUSS 102
Russian (higher)	6, 7	6	RUSS 203, 204
Spanish (standard)	6, 7	5	SPAN 104
Spanish (higher)	6, 7	8	SPAN 104, 202
Visual Arts (standard)	6, 7	3	ARTS elective credit
Visual Arts (higher)	6, 7	6	ARTS elective credit

SELECTING AN APPROPRIATE MATH COURSE

Brief Outline for Placement in Mathematics

COURSE	DESCRIPTION & BACKGROUND REQUIRED
MATH 127AB	An introduction to probability and statistics. (Psychology 2101 is required for statistics in H&OD and CD, CGS, and CST majors. Therefore, students in these majors should not take Math 127A or B)
MATH 140	Requires high school algebra but does not use any trigonometry. (Strongly recommended)
MATH 150AB	Requires trigonometry and Math SAT I score above 600, SAT II M1 score above 620 and/or SAT II M2 score above 570 recommended.
MATH 155AB	Requires trigonometry and Math SAT I score above 600, SAT II M1 score above 620 and/or SAT II M2 score above 570 recommended. This sequence is generally taken by engineering students, science majors, and students who wish to cover the material at a little faster pace.

*If you have 1) earned credit for Math in one Calculus sequence and 2) are taking or are planning to take more Math courses in a different sequence, please **CAREFULLY READ A, B, and C on BOTH sides of this form.***

A. Calculus Sequences

In order to accommodate varying levels of progress, the Vanderbilt Math Department has divided its calculus coursework into two sequences (plus MATH 140). The courses in these sequences cover the same material but at different rates of speed, and therefore overlap in content and credit. This means that **switching from one sequence to another may result in withdrawal of credit.** (*Please also refer to the Undergraduate Catalog.*)

The chart below shows how these sequences relate to each other (plus MATH 140).

Math Sequence Relationship Chart												
Seq. 1	150A			150B			170A			170B		
	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	1 cr.	
Seq. 2	155A			155B						175		
	140											

For example, if you have earned credit for 150A (3 cr.) and also complete 155A (4 cr.), you would have 3 hours of duplicate credit that would be deducted (*see Duplicate Credit Policies to understand which credits would be affected*).

B. Duplicate Credit Policies

Deduction of credit caused by duplication proceeds as follows:

If you have earned Math credit

1. through **Advanced Placement/International Baccalaureate** in one sequence and complete a course at Vanderbilt in the other sequence that duplicates this credit, you will lose credit from your **Advanced Placement/International Baccalaureate** earnings.
 - ex: if you have earned 155A (4 cr.) through AP and complete 150B (3 cr.) at VU, 1 credit will be removed from 155A leaving 3 credits.
2. by **transfer** in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit, you will lose credit from your **Vanderbilt course**.
 - ex: If you have earned 155A (4 cr.) through transfer credit and complete 150B (3 cr.) at VU, 1 credit will be removed from 150B leaving 2 credits.
3. at **Vanderbilt** in one sequence and complete another course at Vanderbilt in the other sequence that duplicates this credit, you will lose credit from the **second Vanderbilt course**.
 - ex: If you have completed 155A (4 cr.) in the Spring and complete 150B (3 cr.) in the Fall, 1 credit will be removed from 150B leaving 2 credits.

C. Math Duplication Possibilities Table

As a tool to help you quickly calculate any math credit duplication, the **Math Duplication Possibilities** table below shows all the possible overlap scenarios between the two calculus sequences (plus MATH 140). Each line lists a course that was earned, a second course taken that duplicates credit with the first, and the amount of credit that you will lose (see *Duplicate Credit Policies* to understand which earned credits would be affected).

Math Duplication Possibilities					
				Second	
	Course Earned	Credits Earned	Second Course Earned	Course Credits Earned	Credit Lost
1	140	4.0	150A	3.0	3
2	140	4.0	150B	3.0	1
3	140	4.0	155A	4.0	ALL
4	150A	3.0	140	4.0	3
5	150A	3.0	155A	4.0	3
6	150B	3.0	140	4.0	1
7	150B	3.0	155A	4.0	1
8	150B	3.0	155B	4.0	2
9	155A	4.0	140	4.0	ALL
10	155A	4.0	150A	3.0	3
11	155A	4.0	150B	3.0	1
12	155B	4.0	150B	3.0	2
13	155B	4.0	170A	3.0	2
14	170A	3.0	155B	4.0	2
15	170B	3.0	175	3.0	ALL
16	175	3.0	170B	3.0	ALL

TESTING AND PLACEMENT AT A GLANCE

Writing:

Students must take English 100 if they do **not** present one of the following:

- ❑ AP/IB credit for English 102W and ENGL 105W.
- ❑ SAT Critical Reasoning and Writing combined score of 1220 with a minimum of 500 on each test.
- ❑ ACT minimum English score of 27 **and** a minimum writing score of 7.

Foreign Languages:

	<u>Sat II subject Test Scores</u>	<u>Department Test Scores (DT)</u>	<u>Course Placement</u>
FRENCH	No French or 0 - 500	0 - 260	101A
SAT DT	500 - 530	260 - 349	102
<i>Proficiency</i> 540 350	540 - 590	350 - 419	103
	600+	420+	201W

If you have studied French but have not taken the SAT French Subject Test, you must take it or the departmental placement test during the summer. The departmental test is available online at: <http://svcs.cas.vanderbilt.edu/perl/frenchpt.pl>. You will need a valid Vanderbilt email address to use this site.

GERMAN	No German		101
SAT	0 - 460		101 or 102*
<i>Proficiency</i> 470 470 - 590		103	
	600 - 680		104
	690+		201, 213-214 or 221-222

*Consult with department before completing registration in the fall

LATIN	No Latin < 2 yrs HS		101
	0 - 470		101
SAT	480 - 520		102
<i>Proficiency</i> 530	530 - 620 (or 2 or 3 yrs HS)		103
	630+ (or 4 yrs HS)		104 (in spring)
	680+		201, 206, 215, 220

Latin 100 is a course designed for students who need a "refresher" before going into 103. Students with scores significantly below those recommended for a course should consult with the department.

SPANISH	<u>Sat II subject Test Scores</u>	<u>Department Test Scores (DT)</u>	<u>Course Placement</u>
	No Spanish		100
	0 - 380	0 - 274	101
SAT DT	390 - 510	275-364	103
<i>Proficiency</i> 520 365	520 - 620	365-440	104
	630+ (& 3+yrs HS)	441-510	201W

Students cannot place into Spanish 102; it is ONLY for students continuing from Spanish 100 or 101.

The Spanish departmental test is available online at:

<http://svcs.cas.vanderbilt.edu/perl/spanishpt.pl>. You will need a valid Vanderbilt email address to use this site.

Proficiency scores for other languages:

HEBREW	530
ITALIAN	540
JAPANESE	440
With Listening	

Useful VU On-line Addresses

The following addresses may be helpful when you can't find the paper copies.

Academic Calendar: This is helpful when you need to know other calendar events not noted in this handbook.

<http://registrar.vanderbilt.edu/calendar.htm>

Access 2 Academic Information: Look up your Vanderbilt academic information

- Entrance test scores
- Transfer credit
- Make address changes
- Check Immunizations
- Grades
- Graduation requirements

<https://webapp.mis.vanderbilt.edu/student-search>

Catalogs: Course descriptions, academic programs and policies are available 24 hours a day at this site.

<http://www.vanderbilt.edu/catalogs/>

Digital Life - Resnet: This is useful for information on computing services

<http://digitallife.vanderbilt.edu/resnet/>

Establishing a VUNET ID and Password

<https://vunetid.vanderbilt.edu/epassword/>

Final Examination Schedules: The final examination schedule is available at:

<http://www.registrar.vanderbilt.edu/calendar/exams/>

Global Education - VU Study Abroad: Application dates for study abroad and other information on the sites and offerings.

<http://www.vanderbilt.edu/geo/>

Handbook Downloads and other Registration Information:

http://peabody.vanderbilt.edu/Registrars_Office.xml

Peabody College Web Pages

<http://Peabody.Vanderbilt.edu/>

Schedule of Courses: View course offerings on-line.

<https://webapp.mis.vanderbilt.edu/CourseListing/MasterSchedule>

GENERAL ACADEMIC INFORMATION

ACADEMIC ADVISING

Academic advisers are faculty members within the five departments. Peabody students are assigned an academic major adviser when they arrive for their first semester. This adviser is knowledgeable about the courses needed to complete ones major. The adviser helps in schedule planning, makes suggestions as to which courses would be most suitable, and serves as a mentor to the student.

Students are required to meet with their academic adviser during fall and spring pre-registration periods to assist in selecting a program of courses that fulfill degree requirements. Advisers also are available during the semester to discuss subjects of a non-academic nature. Students are encouraged to make appointments to meet with their advisers and to establish a good adviser/advisee relationship from the beginning of their undergraduate program.

ADVANCED PLACEMENT

The well-established advanced placement policy endeavors to recognize exceptional high school preparation, to avoid requiring freshmen to take courses clearly mastered in high school, and to encourage students to begin their college learning experience at the level most appropriate to their preparation. Advanced placement may be decided on the basis of good performance on the College Board Advanced Placement Examination (AP), on the College Board SAT II Subject Tests, on the International Baccalaureate tests (IB), or, in some cases, placement tests given by Vanderbilt. Appropriate documentation should be submitted to the Office of Undergraduate Admissions before matriculation at Vanderbilt.

CREDIT FOR PREVIOUS COLLEGE WORK

Entering freshmen who have taken pre-freshmen college work during their junior or senior year in high school or during summers prior to their offer of admission to Vanderbilt must report such work to the Office of Undergraduate Admissions. The Peabody Office of Records and Registration will notify students as to whether such work may be credited toward the Vanderbilt degree.

Credit will be awarded only if the course is regularly offered by an accredited two-year or four-year college or university, if the teacher was a regular faculty member of that institution, and if a majority of the students in the course were candidates for a degree at that institution. Appropriate documentation, including course descriptions and syllabi must be submitted to the Peabody Office of Records and Registration for evaluation and approval by the appropriate Vanderbilt departments.

This question of credit at Vanderbilt must be settled in advance of the student's first semester of classes.

The College of Arts and Science and Peabody College usually do not award credit for work at other colleges in the summer immediately proceeding the student's first semester at Vanderbilt. Summer work elsewhere will be accepted for credit only if an unusual educational opportunity can be demonstrated and if the courses sought are as rigorous as courses offered at Vanderbilt. Approval for work to be taken elsewhere must be obtained in advance from the appropriate dean.

CLASS ATTENDANCE

Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences, and thereafter they report to 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 of 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.

CONSENT TO RELEASE ACADEMIC INFORMATION

Vanderbilt University is subject to the provisions of the Family Educational Rights and Privacy Act (Buckley Amendment) that affords to students certain rights of access to educational records and imposes obligations on the University in the release and disclosure of those records to third parties. The Buckley Amendment regulations, however, allow the University to provide academic progress reports and other academic information to parents of students if the student is a dependent of the parents for federal income tax purposes. In order to confirm the University's records and to administer the appropriate release of this information to parents, each new student completes a form to verify if the student is a dependent.

COURSE LOAD

During the fall and spring semesters, a student must take at least 12 hours of course work to qualify as a full-time undergraduate student.

Students wishing to carry fewer than 12 hours, or more than 18 hours, must obtain approval from the Office of Student Affairs. Approval must also be obtained if the dropping or adding of a course during the semester causes an under-load or an overload. Undergraduate students are expected to be enrolled full-time unless:

- a) Fewer than 12 hours are required for the completion of the degree
- b) The student has received special permission from the Office of Student Affairs to matriculate as a part-time student

Additional tuition is charged for each hour over 18 in a given semester.

Students who plan to complete the 120 hour (minimum) required program in eight regular semesters must average 15 earned hours per semester.

DECLARATION OF MAJOR/MINOR

Peabody students choose a major at the time they apply to Vanderbilt and are assigned to the appropriate department for the purpose of advising and program planning. Students are assigned an adviser in their major prior to the first semester at Peabody.

Freshmen who wish to change their major may declare a change beginning in October of their first semester. Forms are available in the Peabody Office of Records and Registration for students who wish to change a Peabody major/minor, or declare a Peabody second major.

Students wishing to declare a second or third major/minor through the College of Arts and Science must go to the applicable A&S department, fill out a Declaration of Major/Minor form, receive an A&S adviser assignment, and return the completed form to the Peabody Office of Records and Registration.

LIBERAL EDUCATION CORE

All Peabody undergraduates complete the requirements of the Liberal Education Core program. This Liberal Education Core component is intended to provide students with a solid foundation in the arts and sciences. Courses identified to fulfill the Liberal Education Core requirement for each Peabody undergraduate major are listed in the current program descriptions in this Handbook and The Bulletin of Vanderbilt University.

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

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 requirements, upper-level students are not expected to have a significant number of these requirements outstanding.

MAY SESSION

In the interval of several weeks between final examinations in the spring semester and the beginning of summer sessions, Vanderbilt offers educational travel opportunities and a variety of “total immersion” courses that would be difficult to offer during a regular semester.

Students are permitted to take no more than one course during the May session. Housing and food services are available during the session.

SUMMER COURSES AT VANDERBILT

The ten-week summer session begins in early June and ends early in August. Peabody undergraduate courses offered during the Vanderbilt summer sessions are not intended to be comprehensive, nor are they predictable. Peabody students are most likely to take basic Liberal Education Core courses. For students who plan to attend summer sessions, the best strategy for predicting the courses that will be offered in a given summer is to look at the previous summer’s offerings.

Students who do not advance in class standing at the end of the spring semester will be required to attend Vanderbilt summer school to make up the hours and/ or grade point average deficiencies.

ACADEMIC POLICIES

ACADEMIC PROBATION AND DISMISSAL

Peabody requires each student to maintain an academic record that will permit graduation according to a specified schedule. After achieving sophomore standing, the student may not be on academic probation for more than two semesters. The student whose academic record warrants a third semester of probation normally will be dismissed from the University.

Freshmen:

1. The student's grade point average falls below 1.800. Probation is removed (assuming there is no other reason for 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 the first regular semester as a freshman. Probation is removed when the student achieves sophomore standing.
3. The student fails to achieve sophomore standing (24 cumulative hours and 1.8 cumulative grade point average) 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 a probationary leave of absence during the spring semester.

Sophomores:

1. The student's grade point average falls below a 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 the first semester of the sophomore year. Probation is removed when the student achieves junior standing.
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 (54 hours and 1.9 cumulative grade point average) in the required two semesters. Probation is removed when junior standing is achieved.

Juniors:

1. The student's grade point average falls below a 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 the first regular semester as a junior. Probation is removed when the student achieves senior standing.
3. The student is placed on probation by the Undergraduate Administrative Committee for the failure to make satisfactory progress toward degree. Probation is removed when the specified conditions are met.
4. The student fails to achieve senior standing (84 cumulative hours and 2.0 cumulative grade point average) in the required two semesters. Probation is removed when senior standing is achieved.

Senior:

The student’s grade point average falls below a 2.00. Probation is removed when the grade point average is raised to 2.000 or above.

Sudden Academic Insufficiency

Any student who fails by 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.
- The student may be advised to take a leave of absence or to withdraw from the University.
- The student may be required to take a leave of absence.

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 requests for readmission.

ALTERNATE TRACK

Occasionally, students find that it will be necessary to reduce their normal course load due to medical reasons, varsity athletics, or other circumstances. The result is that they will earn the bachelor of science degree in nine or ten semester instead of eight. In such cases, the student may request Alternate Track status (normally done during the sophomore year).

After discussing the Alternate Track option with his/her parents and faculty adviser, the student must complete and submit a “Request for Alternate Track” form to the Peabody Office of Records and Registration. Along with the “Request for Alternate Track” form, the student is required to include a plan listing courses to be taken each remaining semester to complete all requirements for the degree.

Alternate Track does not alter the earned hours required to achieve sophomore, junior or senior class standing. A student on Alternate Track status must meet the following guidelines to avoid probation. The minimum requirements are:

<u>Year</u>	<u>Hours Per Semester</u>	<u>Total Earned Hours</u>	<u>GPA</u>
1 st year	12	24	1.80
2 nd year	12	48	1.90
3 rd year	12	72	1.95
4 th year	12	96	2.0
5 th year	Complete degree		2.0

APPEALS

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

Petitions and appeals should be sent to:

Chair, Peabody Undergraduate Administrative Committee
C/o Peabody Dean's Office
Campus Box 329, Peabody College
Nashville, TN 37203
Fax: (615) 322-8501

2. A student may ask the UAC to reconsider a decision if the student has new information to offer. The Committee Chair will decide whether the full Committee will reconsider. Requests for reconsideration of UAC decisions should be sent to the above address.
3. A final negative decision of the Committee may be appealed to the Dean of Peabody, (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 Committee and other relevant faculty or staff as part of the review decision.
4. Appeals beyond Peabody College should be directed to the University Provost's Office.

Please see Chapter 6 (The Judicial System) of *The Vanderbilt University Student Handbook* for a description of the appeal process for non-academic matters.

CLASS ATTENDANCE

Students who must miss a class due to illness, personal reasons, or other reasons should notify the course instructor (prior to the class meeting if possible). In case of serious illness or personal emergency causing an absence from campus, the student may request that the Peabody Office of Student Affairs notify instructors. The Office of Student Affairs does not "excuse" a student from class; it will simply notify instructors of the student's absence. The final decision of how to handle the absence is up to the course instructor.

INDEPENDENT STUDY REGULATIONS

Intended for students in their junior and senior years, Independent Study courses, ranging from one to three hours of credit, are listed in the Schedule of Courses. Juniors or seniors wishing to take such courses must use the following procedure:

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 full-time Vanderbilt faculty member who has agreed to supervise and grade this experience.
3. Students may enroll in up to three hours of independent study per semester.
4. Students must complete an Individual Learning/Directed Study contract that includes a written study plan detailing the nature of the project and the amount of credit to be earned. The Individual Learning/Directed Study contract must be approved by the instructor and the department chair (or the chair's designee).
5. The deadline for submitting the contract to the Peabody Office of Records and Registration is the last day of the registration change period.
6. Registration occurs when the completed Individual Learning/Directed Study contract is submitted to the Peabody Office of Records and Registration. Students are not able to register themselves for independent studies.

The following Peabody independent study options are listed in the Schedule of Courses booklet:

EDUC 2960	MTED 2960
ENED 2960	PSY 2970, 2980*
FLED 2960	SCED 2960
HOD 2980	SSED 2960
HMED 2960	SPED 2960

Students may not repeat independent study courses for grade replacement.

*PSY 2980, Directed Research, is open to sophomores and second semester first year students.

PASS/FAIL

Students may elect to take 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. The following regulations apply to pass/fail:

1. Students must have completed two full semesters at Vanderbilt before being eligible to take a course pass/fail.
2. Students must be in good academic standing.
3. No more than one course per semester may be taken pass/fail.
4. Students must maintain registration for at least twelve graded hours in addition to the course they are taking or planning to take on a pass/fail basis or the pass/fail notation is removed.
5. Students may take no more than three courses pass/fail during their undergraduate career.
6. No more than one course from any liberal core area may be taken pass/fail.
7. For students with a single, double major/minor, or interdisciplinary plan, courses in the department(s) of the major(s)/minor(s)/interdisciplinary plan or other courses counted toward the major(s)/minor(s) may not be taken pass/fail.
8. Liberal Education Core Courses that are specified for the major may not be taken pass/fail (e.g. Econ 100 for HOD majors).
9. Pass/fail must be declared during the first week of classes on the OASIS registration program. Requests to change a course to pass/fail after the last day to add a course will not be approved.
10. Students enrolled in a course pass/fail may elect to change back to a graded status by the published deadline (approximately week eight of the semester).

Seniors who have met all other criteria may declare a course pass/fail with fewer than twelve graded hours. This must take place senior year during the fall or spring in which they are not completing student teaching or the HOD Internship. This applies to only one semester of the student's senior year. Registration for pass/fail with fewer than twelve hours must be processed through the Peabody Office of Records and Registration.

Seniors with fewer than twelve graded hours are not eligible for the Dean's List.

STUDENT CLASSIFICATION

In order to qualify for sophomore standing, a freshman must earn at least 24 hours with a grade point average of at least 1.8. A freshman who fails to achieve sophomore standing by the end of two regular semesters has one additional semester in which to qualify for sophomore standing. This additional semester must be completed during the summer session at Vanderbilt.

Listed below are the minimum requirements for reaching each classification:

<u>CLASS</u>	<u>HOURS</u>	<u>GPA</u>
Sophomore	24	1.8
Junior	54	1.9
Senior	84	2.0

Students must qualify for the next classification after two regular semesters. Failure to reach these next classifications will result in the student being placed on academic probation. A student who is placed on academic probation more than twice after reaching sophomore standing is subject to dismissal from the University.

STUDENT LEAVE OF ABSENCE

A student desiring a leave of absence should obtain application forms and instructions from the Peabody Student Affairs Office. 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.

TRANSFERRING COURSE WORK

It is the student's responsibility to provide all of the information needed by the College to assess the program for which transfer credit is requested. Work presented for transfer must be from an accredited college and is subject to evaluation in light of the degree requirements of the college.

Work transferred to Vanderbilt from another institution will not be computed in the Vanderbilt grade point average but will count as earned hours toward the degree

No course in which a grade below C- was received will be credited toward a degree program offered by the College.

SEMESTER ABROAD WORK AT ANOTHER INSTITUTION: Students wanting to receive transfer credit for a semester of abroad work at another institution must receive approval in advance from the Peabody Office Records and Registration. In order to be eligible to receive a maximum of 15 total credit hours, students must obtain the necessary forms (available in the Peabody Office of Records and Registration). The following conditions must be met to obtain pre-approval to take courses elsewhere and complete the transfer of credit process:

1. If a Vanderbilt program is available in a city the student is interested in, the student must first apply to the Vanderbilt program through the Study Abroad Office. If the student is not accepted into that program, he/she may study abroad through a four-year accredited university other than Vanderbilt.
2. The student must be in good standing and have at least a 2.7 cumulative GPA at the time of application. Application deadlines are: November 15 for the spring semester, April 15 for the fall semester.

3. Courses must be approved by the appropriate department, and endorsed by the student's adviser.
4. Transfer courses may not be part of the student's final 24 hours at Vanderbilt.
5. An official transcript must be sent to the Peabody Office of Records and Registration to record the transfer credit on the Vanderbilt academic transcript.

SUMMER COURSE WORK AT ANOTHER INSTITUTION: Students enrolled in Peabody College may receive credit for a maximum of 12 hours during summers at another fully accredited four-year institution. Students must obtain the necessary forms and gain approval from the Peabody Office of Records and Registration. The following conditions must be met to obtain pre-approval to take summer course work elsewhere and complete the transfer of credit process:

1. The student must be in good standing with a minimum GPA of 2.0.
2. Courses must be approved by the appropriate department, and endorsed by the student's adviser.
3. Transfer courses may not be part of the student's final 24 hours at Vanderbilt.
4. An official transcript must be sent to the Peabody Office of Records and Registration to record the transfer credit on the Vanderbilt academic transcript.

In general, summer courses taken at another institution may be transferred to Peabody College as elective credit by students majoring in Child Development, Child Studies, Cognitive Studies, and Human and Organizational Development.

Students majoring in Education must complete a greater number of Liberal Education Core credit hours (up to 60 versus 40 for non-education majors). Therefore, they may take courses at another institution to satisfy liberal education core requirements (no more than one in any core area).

Enrollment in appropriate courses to fulfill degree requirements: Knowledge of university/college policies and regulations regarding academic matters are the responsibility of the individual student.

THE HUMAN AND ORGANIZATIONAL DEVELOPMENT PROGRAM

The Human and Organizational Development (HOD) major prepares students for careers that involve finding solutions to human problems in organizations and communities. The curriculum is designed to ensure that you will obtain a strong foundation in science and liberal arts and acquire the basic skills and knowledge you need to succeed in an organizational role that involves working with people. These skills include the ability to (a) write clearly and effectively, (b) gather and interpret quantitative and qualitative data, (c) analyze organizations, and (d) develop solutions to organizational challenges. The core courses will provide you with an understanding of human development and human behavior in organizations and help you develop the skills to function effectively in group and organizational settings.

The Human and Organizational Development Program is governed by an educational philosophy that connects academic knowledge and theories to personal and professional practice. Simply, we want graduates of the program use what they learn at Vanderbilt for personal and professional success. We believe that helping students connect "classroom learning" to "real world problems" accomplishes two broad objectives. First, it makes what is learned in school useful in life. Second, it helps students use their own experience to improve their understanding of and give meaning to the theories and knowledge presented in all of their courses. "Experiential" or "active" learning is an important part of this philosophy, because it is the program's method of integrating knowledge with practice. This orientation is expressed through a multitude of instructional strategies such as case studies, role-playing, simulations, and field experiences. In the senior year, students will complete a one-semester, full-time internship that will enable them to apply what they have learned throughout their undergraduate education to a specific professional setting.

Graduates of the Human and Organizational Development Program acquire positions in corporations and businesses, human service organizations, government agencies, and non-profit organizations. Many of the program's graduates enter graduate and professional programs in law, counseling, business, education, public policy, the social sciences, and health related fields such as medicine, nursing, and physical therapy.

All of the core courses in the program include specific mechanisms for developing six core skills:

1. Writing - with emphasis on developing a clear, concise, expository style and mastering the practical forms used in professional situations, (e.g., position paper, briefing paper, memo, news release);
2. Oral presentation skills - with emphasis on making (a) informative and persuasive presentations and (b) effective use of technology and media;
3. Analytic thinking and creative problem solving - with emphasis on applying analysis, creative thinking, and the skills of synthesis and systems thinking to the recognition, definition, and solution of personal, professional, organizational, and social problems;
4. Interpersonal communication - with emphasis on active listening, assertiveness, and conflict resolution skills;
5. Group leadership - with emphasis on developing skills for understanding small

group behavior and learning effective leadership, followership, and other group roles;

6. Technology - with emphasis on the use of computers and technology to enhance communication, to transmit knowledge and to enhance skill development.

In addition, the core curriculum is designed to develop the following career skills:

1. Understand the basic principles and typical patterns of human development across the life cycle and be able to use this knowledge to understand your own behavior and the behavior of others;

2. Understand the ethical dimensions of personal and organizational decisions and be able to apply this understanding to analyzing social issues and making professional and personal decisions;

3. Apply quantitative and qualitative data-gathering and analysis skills to defining and planning solutions to applied problems;

4. Develop enhanced skills of synthesis (e.g. integrating ideas from various sources, appreciating diversity, designing innovative programs, strategic leadership);

5. Understand the principles of group dynamics and be able to use this knowledge to provide leadership and facilitate decision making in small group settings;

6. Understand a number of organizational theories and be able to apply them to the solution of organizational problems (e.g., systems theory, theories of organizational change and development, learning organizations, quality concepts, information technologies, and self-directed work teams);

7. Possess effective leadership, management, and supervision skills such as time management (e.g., the ability to set priorities, organize, and delegate tasks) and organizational development and program planning skills (e.g., methods of facilitating problem solving, needs assessment, goal setting, program development, evaluation);

8. Have career planning and personal development skills (e.g., clarifying personal goals, developing a profile of skills, writing an effective resume, interviewing for a position).

**Human and Organizational Development
Suggested Schedule Plan for Entering Freshmen
Fall 2009**

Credit Hours		Courses	
<u>Fall</u>	<u>Spring</u>	<u>Freshman Year</u>	
3		HOD 1000	Applied Human Development
1		HOD 1001	Intrapersonal Development
3		PSY 1630	Developmental Psychology
3		Math	MATH 140, 150A
3-6	3-6	Liberal Education Core, including a writing "W" course	
	3	HOD 1100	Small Group Behavior
	1	HOD 1101	Interpersonal Development
3	3	PHIL 105	Introduction to Ethics (PHIL 105 is recommended; however any regular PHIL class is acceptable)
	<u>3</u>	Statistics	PSY 2101, PSY 209*, or ECON 150*
<u>13-17</u>	<u>13-17</u>	Total	
<u>Fall</u>	<u>Spring</u>	<u>Sophomore Year</u>	
3	3	HOD 1200	Understanding Organization
or	3	HOD 1400	Talent Management and
Organizational Fit		HOD 1700	Systematic Inquiry
3	3	HOD 1800	Public Policy
3	3	HOD 2260	Economics of Human Resources OR
		ECON 100	Principles of Macroeconomics
<u>6</u>	<u>3</u>	Liberal Education Core/Electives	
<u>15</u>	<u>15</u>	Total	
<u>Fall</u>	<u>Spring</u>	<u>Junior Year</u>	
3	3	HOD 2000	Practicum (optional)
3	6	Track Courses	
<u>6-9</u>	<u>3-6</u>	Liberal Education Core/Electives	
<u>15-18</u>	<u>15-18</u>	Total	
<u>Fall</u>	<u>Spring</u>	<u>Senior Year</u>	
15	15	Internship	
		HOD 2900	Internship
		HOD 2910	Advanced Seminar
		HOD 2920	Theoretical Application
		HOD 2930	Senior Project
3	3	HOD 2960	Senior Thesis (optional)
<u>15-18</u>	<u>15-18</u>	Track Courses/Electives	
<u>15-18</u>	<u>15-18</u>	Total	

You must earn 120 hours to graduate

Note: A statistics course should be taken prior to HOD 1700, Systematic Inquiry.

*Prerequisite for PSY 209 is PSY 208; prerequisite for ECON 150 is a calculus course.

HOD Track Summaries

At the end of their sophomore year, students in the Human and Organizational Development program select one of the following five areas of concentration ("tracks") in accordance with their general career focus:

- Community Leadership and Development
- Health and Human Services
- International Leadership and Development
- Leadership and Organizational Effectiveness
- Public Policy

Each 15-hour track consists of a nine-hour core and six hours of track electives chosen from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930, and 2980 - 2989). Students wishing to satisfy the requirements for two tracks can do so by completing the nine-hour core for each of the tracks. Each track's elective requirement would be satisfied by six hours of the other track's core.

Community Leadership and Development

The Community Leadership and Development (CLD) track prepares students for community leadership in a globally changing world. The CLD track focuses on developing skills and knowledge for careers in community organizations, for-profit organizations in the public and private sectors, government and policy organizations, nonprofit agencies, housing, and community development banking. Students prepare themselves for immediate entry in staff positions or graduate study in law, policy, journalism, education, the social sciences, and related fields, obtaining applied professional experience in such venues as the Vanderbilt Institute for Public Policy Studies, agencies in state government or surrounding counties, and selected community agencies and organizations. This track is closely connected to the master's program in Community Development Action.

The nine-hour CLD track core includes the following required courses:

HOD 2600, Community Development Theory
HOD 2670, Introduction to Community Psychology

and one of the following:

HOD 2610, Community Development Organizations and Policies
HOD 2620, Action Research and Program Evaluation

In addition, CLD track students are required to select six hours of track electives from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930 and 2980 - 2989). Recommended courses include the following:

HOD 2280, Ethics for Human Development Professionals
HOD 2510, Health Service Delivery to Diverse Populations
HOD 2400, Global Dimensions of Community Development
HOD 2420, International Organizations and Economic Development
HOD 2810, Politics of Public Policy
HOD 2820, Public Finance

Health and Human Services

The Health and Human Services (HHS) track focuses on developing knowledge and skills for positions in service professions such as counseling, social work, medicine, dentistry, health policy, allied medical sciences, athletic training, physical therapy, and health promotion. It is a versatile track that provides students with a broad-based curriculum to pursue a wide range of career possibilities in the growing fields of health and human services. The demand for health and human service related professionals continues to increase due to a growing number of elders who require more services, advances in medical technology; the entrance of private industry into the health care delivery system; and the expansion of wellness and prevention programs.

HHS students, who plan to work in health and human service settings or go on to graduate or professional schools, have a choice of three options:

1. Prehealth Professions (development of entry-level knowledge and skills for health sciences professions including dentistry, medicine, nursing, occupational therapy, and physical therapy);
2. Health Policy and Administration (related roles include health care administrator, health specialist, and health policy analyst); and
3. Human Services (e.g., counseling, social work).

The nine-hour HHS track core includes the following courses:

HOD 2510, Health Service Delivery to Diverse Populations

and two of the following:

HOD 2500, Introduction to Human Services

HOD 2505, Introduction to Counseling

HOD 2525, Introduction to Health Services

In addition, all HHS track students take six hours of electives from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930, and 2980 - 2989).

Recommended courses include the following:

HOD 2530, Introduction to Health Promotion

HOD 2550, Managing Health Care Organizations and Systems

HOD 2600, Community Development Theory

HOD 2610, Community Development Organizations and Policies

HOD 2620, Action Research and Program Evaluation

HOD 2670, Introduction to Community Psychology

HOD 2730, Introduction to Human Resource Development

HOD 2750, Managing Organizational Change

International Leadership and Development

The International Leadership and Development (ILD) track provides participants an empirical and theoretical basis for understanding and addressing issues of human and organizational development in the international arena. The track encompasses multilateral development institutions, international development policies, and community development processes in

international perspective. The ILD track focuses on the major elements of the globalization process: modern international financial architecture, global non-government organizations and social movements, transnational corporations and international trade, cross-cultural immigration, and the emergence of global networks and their significance for human and organizational development at the community level. It is expected that the HOD internship requirement will be satisfied in an international agency, organization or setting, with language skills acquired separately that are appropriate to the work domain.

Students who complete an HOD major in the ILD track will be prepared for entry-level positions in transnational business settings, relevant government agencies, and foundations, community development organizations or non-governmental organizations with international scope. Students also will be able to understand and follow debates over international development policy. Lastly, students will be well positioned for graduate training leading to careers in multilateral development agencies through such graduate majors as Political Science, Development Economics, Public Administration, Anthropology, Community Research and Action, Comparative Education, or Law.

The nine-hour ILD track core requires 3 of the following 5 courses:

HOD 2400, Global Dimensions of Community Development
HOD 2410, Leadership and Change in International Organizations
HOD 2420, International Organizations and Economic Development
HOD 2430, Education and Economic Development
HOD 2880, International Leadership in Business (this is a temporary course number; course number will change)

Additionally, students are required to select six hours of electives from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930, and 2980 - 2989). Recommended courses include the following:

HOD 2460, Field school in Intercultural Education
HOD 2480, International Leadership and Development Seminar
HOD 2490, Special Topics in International Leadership and Development
HOD 2680, Community Leadership and Development Seminar

Leadership and Organizational Effectiveness

The Leadership and Organizational Effectiveness (LOE) track focuses on developing knowledge and skills for leadership roles in both the public and private sectors. Most of the students in this track are preparing themselves for positions in entrepreneurial businesses or in corporations. Within Peabody College, it is intellectually and professionally connected to the graduate programs in the Department of Leadership, Policy, and Organizations.

The nine-hour LOE track core consists of the following courses:

HOD 2700, Leadership Theory and Practice
HOD 2720, Advanced Organizational Theory

and one of the following:

HOD 2730, Introduction to Human Resource Development
HOD 2740, Human Resource Management
HOD 2750, Managing Organizational Change

In addition, LOE track students are required to select six hours of track electives from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930, and 2980 - 2989). Recommended electives include the following:

HOD 2410, Leadership and Change in International Organizations
HOD 2710, Challenges of Leadership
HOD 2755, Strategic Planning and Project Management
HOD 2760, Creativity and Entrepreneurship
HOD 2770, Executive Leadership
HOD 2780, Leadership and Organizational Effectiveness Seminar

Public Policy

The Public Policy (PP) track is designed to provide students both a scholarly and applied understanding of the interactions in a democracy between politics, economics, and governments. This track engages participants in an exploration of political system dynamics, formal public policy processes, public finance principles, modern policy analytic methods, program evaluation techniques, and political system leadership.

Students in the PP track focus on issues of public policy using methods of analysis derived from multiple disciplines, including sociology, economics, and political science. As a capstone experience, PP track students complete an internship focused on their area of interest.

This multidisciplinary track is intended to provide participants with a scholarly and applied understanding of the public policy process. The coursework prepares students for careers as policy analysts and leaders in public service, both in and out of government, and is closely connected to the fifth-year master's program in Public Policy and Education.

The nine-hour PP track core consists of the following required courses:

HOD 2800, Policy Analysis Methods
HOD 2810, Politics of Public Policy
HOD 2820, Public Finance

In addition, PP track students are required to select six hours of electives from HOD courses above the 2100 level (other than HOD 2260, 2900, 2910, 2920, 2930, and 2980 - 2989). Recommended elective courses include the following:

HOD 2610, Community Development Organizations and Policies
HOD 2620, Action Research and Program Evaluation
HOD 2830, Reforming America's Schools
HOD 2880, Seminars in Public Policy
HOD 2890, Special Topics in Public Policy

Relationship of HOD Tracks to Fifth-Year Master's Programs

HOD tracks provide excellent preparation for advanced study in one of Peabody's fifth-year master's programs. Students wishing to pursue graduate study may apply in their junior year and, if admitted, begin taking graduate courses in their senior year, thus making it possible to complete most Peabody master's programs in one additional year of study after completion of their undergraduate degree. Currently, the following fifth-year master's programs are offered:

Child Studies	Education Policy
Higher Education Administration:	Elementary Education
College Student Personnel Services	Human Resource Development
General Higher Education	International Education Policy & Mgmt
Institutional Advancement	Organizational Leadership
Service-Learning	

The HOD Internship

The HOD internship, a semester long 32 hours per week work commitment, is a requirement for graduation and must be completed in the second semester of the junior year or during the senior year. The internship is the culminating event in the students' undergraduate experience. The ultimate active learning technique, the internship allows students an opportunity to apply and strengthen their skills in an organizational setting. It is the ultimate test of whether the students can use what they have learned at Vanderbilt on the job and in everyday life. In addition to the work on-site, interns participate in a weekly 3-hour seminar designed to help them process and connect the work experience to their earlier classroom learning. Students earn 12 (Summer) or 15 (Fall/Spring) credit hours for the internship experience.

Unlike most internships, the HOD internship is academic, not vocational. Vocational internships focus on and award credit for demonstrating the skills of a specific vocation. Vocational learning is an important by-product of the HOD internship experience, so students should select an internship in a vocation they wish to pursue and gain experience in. However, the vocational learning is not the foundation of the internship. The HOD internship awards credit for demonstrating the core competencies of the HOD degree. The internship organization serves as a learning laboratory to apply the skills and test the theories of the program and most of the academic credit earned is awarded for the coursework that supports this learning. The weekly seminar helps the students process their learning. The internship is broken into four courses, each with a different focus and course requirements.

Internship Seminar

- **HOD 2900, Internship in Human and Organizational Development** (6 credit hours for Fall and Spring semesters; 3 credit hours for Summer session – pass/fail)
This includes the credit for the site participation (32 hours per week). Graded items/deliverables include attendance on site, evaluations, and a site assessment report.
- **HOD 2910, Advanced Internship Seminar** (3 credit hours)
This course assesses students' ability to apply self-directed learning skills in an organizational learning situation and to use key theories of human and organizational behavior to understand, evaluate, and respond to personal work experiences. Deliverables include the

learning plan and a learning portfolio (evidence of what they have accomplished).

- **HOD 2920, Theoretical Applications** (3 credit hours)
This course assesses students' ability to demonstrate the competencies associated with the analysis portion of the organizational development/action research process. Deliverables include organizational analysis reports, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, and business cases.
- **HOD 2930, Senior Project** (3 credit hours)
This course assesses students' ability to demonstrate the problem solving and project management competencies associated with the organizational development/action research process. Deliverables include senior project proposals, project reports, and the senior project.

The HOD internship can be performed in one of the seven cities in which we have established formal programs: Nashville, Atlanta, Chicago, Washington D.C., New York, San Francisco, and Sydney, Australia. We have retained faculty advisors to conduct the weekly seminar and maintain a diverse database of pre-approved internship opportunities in each of these cities. This database provides internship opportunities in numerous fields to allow students to pursue their vocational interests and academic goals. Students can also obtain internships in these cities that are not included in our database, provided the site will allow for the coursework. Typically, we will not approve internships in a family business, a setting where an immediate family member is in a position of authority or where close personal relationships are involved. These situations create a conflict of interest and impact the quality of the coursework.

While most types of placements are available in all the cities, each city has its own unique opportunities. For example, students interested in policy could find placements in any of our cities, but Washington, D.C. offers special opportunities to work with government and other policy groups. Atlanta offers unique opportunities in media and corporate placements. Internships in New York cover a broad range of institutions, such as finance, fashion, publishing and advertising. San Francisco provides an opportunity for a west coast experience in entertainment, sports, and organizations focused on Asian markets. Nashville offers unique opportunities in the music industry, health care and a wide range of non-profit placements. All our cities offer quality internship experiences that will synthesize the student's undergraduate learning and prepare them for their future endeavors.

Human and Organizational Development Courses

1000. 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. Corequisite for Freshman: HOD 1001. [3]

1001. Intrapersonal Communication. The course is designed for first semester freshmen. It includes exploration and clarification of values, setting personal objectives, and preliminary skill building in active listening, assertiveness, and conflict resolution. Corequisite: HOD 1000. [1]

1100. Small Group Behavior. Designed to improve the student's ability to analyze behavioral patterns in groups such as leadership, conflict, and decision making and group roles. The student is expected to improve his/her abilities by effective participation in the group as well as in written analyses. Problems for analysis are drawn from events in the group and from theoretical readings. Corequisite for Freshman: HOD 1101. [3]

1101. Interpersonal Communication. This course is designated for second semester freshmen. It provides skill development in interpersonal communication and group dynamics. Corequisite: HOD 1100. [1]

1150. Freshman Seminar. [3]

1200. Understanding Organizations. Introduction to theory and research on human behavior in organizations. Aimed at providing a framework for understanding the dynamics of organizations around the basic issues that confront all organizations (e.g., goal setting, work performance, leadership, decision making, and managing change). [3]

1400. Talent Management and Organizational Fit. This course examines the theories, concepts, tools, and processes associated with talent management and synergistic organizational fit. Given that organizations recognize that employee talents, skills, and motivations drive organizational performance and success, students will explore the theories, concepts, and processes organizations use to plan, source, attract, select, monitor, develop, retain, promote and move employees through the organization. It expounds up the theories from earlier coursework (HOD 1000, 1100 and 1200) and provides a deeper understanding of organizational performance and HR / talent, strategy and core competency alignment issues. Outcomes from this course are applied and built upon in the HOD capstone internship experience.[3]

1700. Systematic Inquiry. Focuses on ways of knowing and gathering information to improve understanding and solve problems. Topics include the research question, research design, program evaluation techniques, and quantitative and qualitative methodologies. [3]

1800. Public Policy. An exploration of the foundations of public policy, the policy process, and the factors that influence policy making at the national and state levels, with particular attention to the development of student analytic and writing skills. [3]

2000 - 2080. Human and Organizational Development Practicums. An intensive practicum experience. Three contact hours per week required for each credit hour.

Students will participate in a weekly seminar. [1-3]

- 2000. Practicum in Human and Organizational Development.**
- 2040. Practicum in International Leadership and Development.**
- 2050. Practicum in Health and Human Services.**
- 2060. Practicum in Community Leadership and Development.**
- 2070. Practicum in Leadership and Organizational Effectiveness.**
- 2080. Practicum in Public Policy.**

2240. Multicultural Issues in Contemporary Society. This course broadly examines multiracial and multicultural issues so that students from a variety of disciplines will be able to benefit from the content. The intent of the course, which draws on anthropological, educational, and organizational literature from a variety of popular readings, is to provide approaches, procedures, and techniques for gaining insight and understanding into different racial and cultural groups in order to promote acceptance of diversity in various environments, such as the classroom, or for profit or nonprofit organizations. [3] (Not offered 2009/2010)

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. [3]

2280. Ethics for Human Development Professionals. (Also listed as PSY 2890) 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]

2290. 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]

International Leadership and Development (2400 – 2499)

2400. 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. 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]

2410. 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]

2420. 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]

2430. 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. Prerequisites: Undergraduate economics majors are expected to have had Economics 231 and 150. HOD majors need micro and macro economics or the consent of the instructor. [3]

2440. International Innovations in K - 12 Policy Reforms. Schooling is now compulsory throughout the world, but rarely are the resources sufficient to fund it adequately. Schooling in democracies take on similar characteristics in the effort to respond to the public's open demands. This course reviews the policy changes of school systems in meeting these two challenges. The course concentrates on Western Europe, but expands to Asia, Africa, Latin America, the Middle East and North Africa, and Europe and Central Asia depending on student interest. [3]

2460. Fieldschool in Intercultural Education. This course takes place 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]

2480. International Leadership and Development Seminar. Exploration of selected topics related to the international leadership and development track of the Human and Organizational Development Program. May be repeated with change of topic. [3]

2490. Special Topics in International Leadership and Development. Exploration of special issues on topics related to international leadership and development. May be repeated for credit with change of topic. [1-3]

Health and Human Services (2500 – 2599)

2500. Introduction to Human Services. This course is a comprehensive 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]

2505. 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 is entailed in being a counselor. [3]

2510. 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. [3]

2520. Communications Skills for Health and Human Service Professions. This course focuses on a conceptual model for interpersonal effectiveness. Topics include training in listening skills, assertiveness skills, and conflict resolution. The course material will be presented in a manner that facilitates personal growth and also provides tools which contribute to professional growth. The format will be highly experiential. [3] (Not offered 2009/2010)

2525. 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]

2530. 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] (Not offered 2009/2010)

2535. Introduction to Health Policy. This course presents broad perspectives for understanding health policy within historical, political and economic contexts. Lectures and assignments will focus on health policy in the United States with a particular emphasis on the Tennessee State Legislation 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. Prerequisites: HOD 1800 and HOD 2500. [3]

2540. Introduction to Sports Medicine. Current topics in sports medicine, with an emphasis on prevention, management, rehabilitation, and administrative aspects of sports medicine. [3]

2550. Managing Health Care Organizations and Systems. 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. Prerequisites: HOD 2500 or HOD 2525. [3]

2580. Health and Human Services Seminar. Exploration of selected topics 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]

2590. Special Topics in Health and Human Services. Exploration of special issues on topics related to health and human services. May be repeated for credit with change of topic. [1–3]

Community Leadership and Development (2600 – 2699)

2600. Community Development Theory. This is a core course in the Community Leadership and Development (CLD) track of the HOD 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]

2610. 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 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]

2620. Action Research and Program Evaluation. This is a specialty core requirement for the Community Leadership and Development (CLD) track in the HOD 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]

2630. Proposal Preparation. Writing grants involves the application of skills in communication, program planning, evaluation, analytic methods, finance, and management. This course will focus on building upon those skills to prepare and critique grant applications, with a primary emphasis on prospective federal, state, local, and foundation support. [3]

2640. Procedures in Transition to Adult Life. (Also listed as SPED 2340) Overview of history, legislation, and practice in the areas of community and employment integration for person 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. Student will apply their skills in community or classroom settings. Corequisite: HOD 2641. [3]

2641. Practicum: Transition to Adult Life. (Also listed as SPED 2341) Field-based application of correlated course content to instructional strategies. Assessing, planning, implementing, and evaluating instructional procedures for community and employment integration. [1]

2660. Latin America, Latinos, and the United States. (Also listed as LAS 260) Immigration of Latin American and Caribbean peoples to the United States and their experiences in this country. Required service work and a research project in the Nashville Latino community. [3]

2665. High Poverty Youth: Improving Outcomes. (Also listed as SPED 2080) 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]

2670. Introduction to Community Psychology. (Also listed as PSY 2470) 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]

2680. 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]

2690. 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]

Leadership and Organizational Effectiveness (2700 – 2799)

2700. 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. Prerequisites: HOD 1200 and 1700. [3]

2710. Challenges of Leadership. This course is designed as an extension of the study of leadership theory and practices begun in HOD 2700. Provides opportunities to investigate leadership concepts introduced in HOD 2700 in more depth. Prerequisite: HOD 2700. [3]

2720. 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. Prerequisites: HOD 1200 and 1700. [3]

2730. 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. Prerequisite: Either HOD 2700 or 2720. [3]

2740. 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. Prerequisite: HOD 2700 and 2720. [3]

2750. 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: HOD 2700 and 2720. [3]

2755. 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. Prerequisite: HOD 2700 and 2720. [3]

2760. Creativity and Entrepreneurship. This course provides advanced students of organizations with an understanding of entrepreneurship by encouraging thinking "outside the box." It is designed to teach students how to create their own businesses, to live and work outside the "bureaucracy," to think creatively, to dream about new ideas and new ventures, and to appreciate the challenges to entrepreneurial thinking and acting. Prerequisite: HOD 2700 and 2720. [3]

2770. 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]

2780. 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]

2790. 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. Prerequisite: HOD 2700 and 2720. [3]

Public Policy (2800 – 2899)

2800. Policy Analysis Methods. How should the government choose among options to address the country's education, health, welfare, environmental, safety, etc. problems? The

main goal of this course is to introduce students to the concepts, methods and tools useful in performing a policy analysis, and to give students practice applying the policy analysis methods to real-world policy issues. Prerequisites: HOD 1700 and 1800. [3]

2810. Politics of Public Policy. This seminar examines the ways in which the American political system both complicates and facilitates the development of public policies in American national, state and local governments. It is designed to build on earlier government or policy studies. Prerequisites: HOD 1800 or PSCI 100. [3]

2820. Introduction to Public Finance. An introduction to the purpose and means of various practices of public finance. In addition to introducing public finance students to theories of government financial functions, a collaborative project will provide students with a practical overview of public finance, economic, and public policy methodologies. Prerequisites: HOD 1700, HOD 1800, and Economics 100. [3]

2830. Reforming America's Schools. An in-depth examination of the challenges facing public education in the United States and the reforms that are reconfiguring the nation's elementary and secondary schools. Students explore the status and problems of American education, contexts of school reform, recent federal and state policy initiatives, and school restructuring. [3] (not offered 2009/2010)

2880. Seminars in Public Policy. Exploration of selected topics related to the public policy track of the Human and Organizational Development Program. May be repeated.

2890. Special Topics in Public Policy. Exploration of special issues on topics related to public policy. May be repeated for credit with change of topic. [1-3]

Internship (2900 – 2930)

2900. Human Development Internship. An intensive work experience that involves working four days per week for one semester. Students will work in internship settings four days per week. The internship includes completion of a specific project for the organization. Prerequisite: HOD 1000, 1100, 1200, 1210, 1410, 1700. Corequisites: HOD 2910, 2920, 2930. [3 -6]

2910. Advanced Seminar in Human and Organizational Development. Provides an opportunity to integrate human development theory, knowledge, and skills by applying them to the solution of problems in internship settings. Co- requisites: HOD 2900, 2920, 2930. [3]

2920. Theoretical Applications of Human and Organizational Development. Students complete assignments and structured activities that demonstrate their ability to apply theories and skills acquired in six Human Development Program core courses to understanding situations and solving problems that naturally occur during their internship experience. Corequisites: HOD 2900, 2910, 2930. [3]

2930. Senior Project. Students complete a specific project or assemble a portfolio that demonstrates their professional competence in their area of specialization. The portfolio includes written products and an oral presentation on a topic appropriate to the student's area of specialization. [3]

2960. Senior Thesis. [3]

2980 - 2988. Readings and Research for Undergraduates. Individual programs of reading or the conduct of research studies in human and organizational development. Consent of faculty adviser required. May be repeated. [1-3]

2980. Readings and Research in Human and Organizational Development.
2984. Readings and Research in International Leadership and Development.
2985. Readings and Research in Health and Human Services.
2986. Readings and Research in Community Leadership and Development.
2987. Readings and Research in Leadership and Organizational Effectiveness.
2988. Readings and Research in Public Policy.

2989. Directed Research. [1 – 3]

2990. Human and Organizational Development Honors Seminar. [3]

THE MINOR IN HUMAN AND ORGANIZATIONAL DEVELOPMENT

The minor in Human and Organizational Development consists of 18 hours in the following courses:

Required Courses (9 hours)

HOD 1000 Applied Human Development (3)
HOD 1100 Small Group Behavior (3)
HOD 1200 Understanding Organizations (3)

Elective Courses (9 hours)

9 hours at the 2000-level with either

- (1) All 9 required hours in a given track:
 - Community Leadership and Development
 - Health and Human Services
 - International Leadership and Development
 - Leadership and Organizational Effectiveness
 - Public Policy

OR

- 2) Two of the five introductory track courses:
 - HOD 2400 Global Dimensions of Community Development
 - HOD 2510 Health Service Delivery to Diverse Populations
 - HOD 2600 Community Development Theory
 - HOD 2700 Leadership Theory and Practice
 - HOD 2800 Policy Analysis Methods

And

One additional 3-hour HOD course

Liberal Education Core Requirements
For Human and Organizational Development Major
(Minimum 40 Credit Hours)
2009-2010

Communications (6 hours):

Communications Studies: All CMST courses count (**except CMST 280ABC and up**)
English: ENGL 102W, 104W, 105W, 115F, 116W, 117W, 118W, 120W, 122, 123
Theatre: THTR 100, 115F

Humanities (9 hours and two fields required) to include:

Philosophy (3 hours):

Philosophy – All Philosophy courses (except PHIL 289A and up)
PHIL 105 is recommended

Political Science: PSCI 203

Other Humanities Courses (6 hours and 2 subject areas):

African American and Diaspora Studies: AADS 260

Arabic: ARA 210B and up

Chinese: CHIN 202, 214, 216, 241, 242, 251, 252

Classical Studies: CLAS 115F, 130, 146, 150, 203-206, 216, 217, 224

Computer Science: CS 151

Dance: DANC 111

English (the same course may not count for both Communications and Humanities): ENGL 102W, 104W, 105W, 115F, 116W, 117W, 118W, 208A and up (**except 269, 288 & up**)

Film Studies: FILM 125

French: FREN 102 and up (**except FREN 287A and up**)

German: GER 102 and up (**except GER 289A and up**)

Greek: GRK 202 and up (**except GRK 289**)

Hebrew: HEBR 111B and up (**except HEBR 289A and up**)

History of Art: HART 110, 111, 115F, 210 and up (**except 288 & up**)

Italian: ITA 101B and up (**except ITA 289 and up**)

Japanese: JAPN 202 and up (**except JAPN 289AB**)

Jewish Studies: JS 135W

Latin: LAT 102 and up (**except LAT 289**)

Music: MUSC 100 and up (**except 294 and up**); MUSL 103 and up (**except 147, 160, 170, 171, 289 and up**)

Philosophy: PHIL 100 and up (**except 289AB and up**)

Portuguese: PORT 102 and up (**except 225, 289 and 294**)

Religious Studies: RLST 106 and up (**except RLST 280 and up**)

Russian: RUSS 102 and up (**except RUSS 171, 172, 280A and up**)

Spanish: SPAN 102 and up (**except SPAN 280, 289, 294 and up**)

Theatre: THTR 100, 115F, 170, 201-204, 232, 271

Women's and Gender Studies: WGS 150, 239, 271

Mathematics (6 hours):

Statistics (3 hours):

Economics: ECON 150

Psychology: PSY 209, PSY 2101

Mathematics (3 hours):

SAT-II Math Test Score Level I of 620 and up or Level II of 570 and up will exempt a student from the 3 hour math requirement. Academic credit is not awarded for SAT II scores. Students with SATII Math exemption should take three additional elective Liberal Core hours.

Or one from: **Mathematics:** 140, 150A, 150B, 155A, 155B (140 is recommended)

Natural Science (7 hours):

One lab science (4 or 5 hours) from:

Astronomy: ASTR 102 & 103
Biological Science: BSCI 100, 105, 110A & 111A, 110B & 111B, 218, 219
Chemistry: CHEM 101A & 100A, 101B & 100B, 102A & 104A, 102B & 104B
Earth and Environmental Sciences: EES 101 & 111, 102, 103 & 113, 225
Nursing: NURS 150, 210A, 210B
Physics: PHYS 105 & 111, 110 & 111, 116A & 118A, 116B & 118B, 121A, 121B

And one of the following 3 hours:

Astronomy: ASTR 102, 130
Biological Science: BSCI 110A, 110B
Chemistry: CHEM 101A
Earth and Environmental Sciences: EES 100, 101, 103, 108
Neuroscience: NSC 201
Nursing: NURS 231A and NURS 231B or NURS 231C
Physics: PHYS 105, 110

Or two lab science courses (8-10 hours) will meet the Natural Science requirement.

Social Science (9 hours and two fields required) to include:

Economics (3 hours):

One course from: ECON 100, 101, HOD 2260
Note: ECON 115F does not count in this area

Other Social Science Courses (6 hours):

African American and Diaspora Studies: AADS 101, 155, 221, 230
American Studies: AMER 100
Anthropology: All regular Anthropology courses (**except 288A and up**)
Classical Studies: CLAS 207-209, 212, 213
Economics: ECON 100, 101, 226, 266, 271 (**if not used for required ECON course**)
History: All regular History courses (**except 169, 293 and up**)
History of Art: HART 245
Human and Organizational Development: HOD 2280, 2670
Jewish Studies: JS 156
Music Literature/History: MUSL 147, 160, 170, 171
Political Science: PSCI 100 and up (**except 280A and up**)
Psychology – A&S: All regular courses (**except PSY 209, 225, 231, 280 and up**)
Psychology – Peabody: All regular courses (**except PSY 2101, 2102, 2810, 2970 & up**)
Sociology: All regular Sociology courses (**except 280A and up**)
Women's and Gender Studies: WGS 226, 240, 243, 245, 264, 267, 268

Liberal Core Elective (3 hours):

Any course listed to satisfy any area of the Liberal Education Core that is not already being used to fulfill a core area.

Courses chosen to fulfill an area of the Liberal Education Core can only be used to satisfy that one requirement. You may not use the same course for two requirement areas. **Exception:** Courses used to fulfill the Writing requirement or academic major courses may also be used to satisfy the appropriate Liberal Education Core area.

English 100 requirement:

English 100 is required unless students have satisfied one of the following:

1. SAT I Critical Reading and writing combined test score of 1220 or above with a minimum test score of 500 in each component
2. ACT English test score of 27 or above and an ACT writing test score of 7 or above
3. AP/IB English test scores of 4 and 6 respectively

English 100 counts for elective credit only toward the hours required for the B.S. degree.

Academic credit is not awarded for SAT or ACT test scores.

Writing Requirement:

All first year students must successfully complete one writing intensive course at the 100 level before their fourth semester. In addition, before graduation, all students must successfully complete a second writing course at the 100 or 200 level. A&S, Blair, and Engineering writing intensive courses have a W after the course number. Peabody writing intensive courses have a G after the course number.

Note: First Year Seminars (courses labeled 115F) offered through the College of Arts and Science and Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First Year Seminars during the first week of the fall and spring semesters if the courses are open.

Human and Organizational Development (H&OD) Major Degree Audit

The on-line Peabody major degree audits are still in an experimental stage and should be used in conjunction with this [Peabody Undergraduate Handbook](#). **Students are responsible for monitoring their own degree programs and satisfying all program and degree requirements listed in this handbook.**

Logging On:

Go to the Vanderbilt Home page and click on students. Under Taking Care of Business click on Access 2 Academic Information. Enter your VUNET ID and your E-Password. You will then be given a choice of viewing your academic record or your degree audit.

Reading the Degree Audit on line:

Open your degree audit and follow along with these instructions. (Audit categories may be expanded or collapsed by clicking on the + or - while viewing your audit)

Plan: Bachelor of Science Degree

This could print satisfied if you have at least a 2.0 GPA and 120 earned hours or greater. If the Audit Status under your name says "Not Satisfied", then all specific degree requirements have not been completed.

Cumulative GPA

A 2.0 cumulative GPA is required to graduate with a B.S. degree from Vanderbilt. Required: 2.0 / Applied: _____ Cumulative GPA The current cumulative GPA will be in the above blank once you have graded courses.

Total Hours

Required: 120.0 / Applied: _____ Total Hours

Applied hours include both earned hours (transfer, AP/IB, Vanderbilt) and current registered hours. The total of these will appear in the above blank. Some majors or major combinations require more than 120 hours to complete. A minimum of 120 hours with all requirements completed is required to graduate

Pending: Courses listed below this heading are the courses that you are currently enrolled in or courses with incompletes or missing grades from previous semesters. If you already have 120 hours or above, the audit will not list the current courses in this position.

Minimum 60 Vanderbilt Hours required for Transfer Students This category is solely for students who have transferred to Vanderbilt University to be certain that they have the required minimum of sixty Vanderbilt hours to be awarded a Vanderbilt degree. Students who began their program as freshman at Vanderbilt may disregard this listing.

Plan: The Core is Part of Your 1st Major: This status does not apply Peabody Students should disregard this area. It has been programmed for the Vanderbilt Schools that have one Core for all majors. Peabody has a different Liberal Education Core for each major. It will always be on the audit and say "Satisfied" but has no relevance to the Peabody major or Liberal Core audit.

Plan: Human and Organizational Development

Major GPA

Required: 2.0 / Applied: _____

Your current major GPA will be listed in the blank above. The courses with grades, hours and terms taken will be listed under this category.

Major Core Components and Requirement categories will be listed. Course that fulfill these areas will populate the audit as courses are completed and the notations "Not Satisfied", "Pending", or "Satisfied" will appear for each major requirement area.

Liberal Education Core Requirements are sub plans of the major and are listed after your Peabody first major requirements. If you are taking a course that will count for both a first major requirement and a Liberal Education Core requirement, you must notify the Peabody Registrar's Office once the course has been successfully completed to have the course fulfill both requirements. An example is HOD 2280 which may be an H&OD track elective course as well as a course for the social science area of the Liberal Education Core. The Liberal Education Core categories follow those listed in the Peabody handbook.

The Natural Science Lab Science category may seem confusing as the lab science list includes all the possible combinations that can fulfill the lab science requirement. All combinations other than the one taken will always print "not satisfied". If the main heading on any requirement prints "satisfied", then you have completed that requirements listed below. All Peabody students must have at least one science that has a laboratory component and an additional science course.

The Other Science category checks to make sure that the student has taken at least one other 3- or 4- hour science course. The student's lab science course will also be applied in this area in partial fulfillment of this category.

Minimum 40 Hours (With all Liberal Core Areas Satisfied)

This category will list all the courses that make up the Liberal Education Core hour requirement depending on the student's major. It includes the required elective hours that are required in the major liberal education core. Students awarded the SAT II Mathematics course exemption must still take additional hours in the liberal core to make up for those credit hours that would have been attributed to an actual mathematics course.

General Notes:

- The Peabody first major is not totally satisfied until the Liberal Education Core is also satisfied.
- The degree audit does not list every course that a student has taken. Only courses that fulfill listed audit categories appear. Courses not listed are calculated into the hours need for the 120 minimum and the grades are included in the Cumulative Grade Point Average.
- The Main Headings for a requirement will have a green dash (-) if satisfied, orange dash if pending, or a red dash if not satisfied. If the dash is green, click on it and the specific requirements that make up the main heading will disappear and you may

continue reviewing your audit. The orange pending dash means that you must successfully complete the listed current course or remove an Incomplete to satisfy that requirement. The red dash means that you have not completed the designated course(s) to fulfill the requirement.

- All 2nd and 3rd majors and minors will also be listed on the degree audit after the Peabody Liberal Education Core.
- A **contract** must be completed for all **Interdisciplinary Majors** that are not automatically audited. Your interdisciplinary major adviser will tell you if a contract is required.
- Students who have questions concerning their **non-Peabody majors or minors** should contact the department and adviser of the non-Peabody majors or minors. Any substitutions for non-Peabody majors and minors are initiated by the student with that major/minor department who will in turn forward the variance (substitution) to their school Dean's Office for approval and entry into that particular major/minor audit. The Peabody Registrar's Office can only enter approved substitutions for Peabody majors or minors.
- Peabody has certain courses that may count for either Communications, Humanities, or other core area combinations. For example, ENGL 118W could be listed for Humanities even though you want that course to be applied under the Communications Area. If a case like this arises, students must email Jonnelle Rein (j.rein@vanderbilt.edu) or Betty Lee (betty.s.lee@vanderbilt.edu) to have their audit manually adjusted.

Printing the Degree Audit

Students may print the degree audit by clicking on "PRINT ALL" at the top right-hand part of the audit screen. (Clicking on "PRINT CORE" will not produce anything for Peabody Students.) The printed audit will be from 3 to 5 pages depending on the number of majors and minors that you have declared and the number of courses completed.

How to Most Effectively Use the Degree Audit

1. Students should print their audit prior to every appointment with their adviser.
2. Highlight the highest level requirement areas on the audit that print "Not Satisfied"
3. Look up the courses that may be used to fulfill an area that is not satisfied in this handbook.
4. Take the highlighted audit to the advising appointment with a plan and course selections for completing "not satisfied" areas.
5. When students register for an up-coming semester, they can check their degree audit the next day to confirm that their course selections are being counted in the intended "not satisfied" area(s) on the degree audit.
6. Report any discrepancies regarding Peabody majors/minors or liberal core requirements on the audit to Jonnelle Rein (j.rein@vanderbilt.edu) or Betty Lee (betty.s.lee@vanderbilt.edu) in the Peabody Registrar's Office.

Running a Special Audit

Students who are thinking about changing their school, first major or adding a second/third major may use the special audit feature to see how their coursework would fall into those new major/minor requirements. **This does not replace the procedures for formally declaring majors and minors.**

Procedures:

1. Click on the special audit selection
2. Enter the **name** of the major or minor you are wishing to audit.
Example: Spanish
3. Click on the search button
4. Make your selection from the choices you are given by clicking the green check mark
5. If you are a Peabody student who is thinking about transferring to A&S, you would put AXLE in the box to see where your courses would fall if you were to transfer Schools. You would then separately audit the proposed major that you would declare as an A&S student.
6. The result will be what your audit would look like if you formally made that major/minor declaration
7. To formally declare a second major/minor in another school, you must go to that major's department and secure the major/minor declaration form, have an adviser assigned and return the form to the Peabody Registrar's Office. To change or add Peabody Majors/Minors, pick up the form in the Peabody Registrar's Office in 216 Administration Building.

Program of Studies Checklists And 4-Year Planning Worksheet

Program of studies checklists are available to help you keep track of your requirements as you progress towards your degree. Program of studies checklists are available in the following areas:

- HOD Liberal Education Core, Professional Core and Internship requirements with track requirements for:
 - Community Leadership and Development Track
 - Health and Human Services Track
 - International Leadership and Development Track
 - Leadership and Organizational Effectiveness Track
 - Public Policy Track
- Additional Requirements for Child Development as a 2nd major
- Additional Requirements for Child Studies as a 2nd major
- Additional Requirements for the 5 year Health and Human Services/Nursing Option

Human and Organizational Development Program of Studies Checklist For Students Entering Vanderbilt Summer 2009 and Fall 2009

Liberal Education Core

40 hours minimum

Check the Liberal Education Core Sheet or website for a complete list of course options

Communications (6 hours)

Philosophy (3 hours)

PHIL 105 is recommended

Humanities (6 hours)

Must include at least one non-philosophy course

English 100 (3 hours)

Credit toward the degree but not the Liberal Core

Writing Requirement – 2 “W” courses

AP and IB credit will not count towards the writing requirement

Credit for the degree; may also count in a liberal core area if on the approved liberal core area lists.

Statistics (3 hours)

Mathematics (3 hours)

Natural Sciences (7 hours)

Must include at least one lab science

Economics (3 hours)

Social Science (6 hours)

Must include at least 1 non-economics course

Bachelor of Science Professional Core

23 Hours

- ____ PSY 1620, Developmental Psychology* (3)
- ____ HOD 1000, Applied Human Development (3)
- ____ HOD 1001, Intrapersonal Development*(1)
- ____ HOD 1100, Small Group Behavior (3)
- ____ HOD 1101, Interpersonal Development*(1)
- ____ HOD 1200, Understanding Organizations (3)
- ____ HOD 1400, Talent Mgmt & Org Fit (3)
- ____ HOD 1700, Systematic Inquiry (3)
- ____ HOD 1800, Public Policy (3)

*not required for students who transfer to the HOD major

Internship (12 hours if taken in summer; 15 hours if taken in fall or spring)

- ____ HOD 2900, Internship (3 – 6)
- ____ HOD 2910, Advanced Seminar (3)
- ____ HOD 2920, Theoretical Application (3)
- ____ HOD 2930, Senior Project (3)

Area of Concentration

15 hours of Track Courses

You will select your area of concentration during the 2nd semester of your sophomore year. The track you select will determine what additional courses you will need to take.

In addition to fulfilling these requirements, you must earn a minimum of 120 hours to graduate.

**2009 – 2010 Human and Organizational Development
Track Requirements**
(Subject to Change)

Community Leadership and Development Track [15 hours]

The nine-hour CLD track core includes the following required courses:

- ___ HOD 2600 Community Development Theory (Fall)
- ___ HOD 2670 Introduction to Community Psychology (Fall)

1 course chosen from the following 2 options:

- ___ HOD 2610 Community Development Organizations and Policies (Spring)
- ___ HOD 2620 Action Research and Program Evaluation (Spring)

Plus 2 additional HOD courses above the 2100 level excluding HOD 2260, 2900, 2910, 2920, 2930, 2980 - 2989; track electives may be from any area of concentration. [6]

Health and Human Services Track [15 hours]

The nine-hour HHS track core includes the following courses:

- ___ HOD 2510 Health Service Delivery to Diverse Populations (Fall, Spring, May)

2 courses chosen from the following 3 options:

- ___ HOD 2500 Introduction to Human Services (Spring)
- ___ HOD 2505 Introduction to Counseling (Fall, Spring)
- ___ HOD 2525 Introduction to Health Services (Fall)

Plus 2 additional HOD courses above the 2100 level excluding HOD 2260, 2900, 2910, 2920, 2930, 2980 - 2989; track electives may be from any area of concentration. [6]

International Leadership and Development Track [15 hours]

The nine-hour ILD track core requires 3 of the following 5 courses:

- ___ HOD 2400 Global Dimensions of Community Development (Spring)
- ___ HOD 2410 Leadership and Change in International Organizations (Fall)
- ___ HOD 2420 International Organizations and Economic Development (Fall)
- ___ HOD 2430 Education and Economic Development (Spring)
- ___ HOD 2880 International Leadership in Business (Fall) (this is a temporary course number; number will change)

Plus 2 additional HOD courses above the 2100 level excluding HOD 2260, 2900, 2910, 2920, 2930, 2980 - 2989; track electives may be from any area of concentration. [6]

Leadership and Organizational Effectiveness Track [15 hours]

The nine-hour LOE track core includes the following required courses:

- ___ HOD 2700 Leadership Theory and Practice (Fall, Spring)
- ___ HOD 2720 Advanced Organizational Theory (Fall, Spring)

1 course chosen from the following 3 options:

- ___ HOD 2730 Introduction to Human Resource Development (Fall, Spring)
- ___ HOD 2740 Human Resource Management (Fall, Spring)
- ___ HOD 2750 Managing Organizational Change (Fall, Spring)

Plus 2 additional HOD courses above the 2100 level excluding HOD 2260, 2900, 2910, 2920, 2930, 2980 - 2989; track electives may be from any area of concentration. [6]

Public Policy Track [15 hours]

The nine-hour PP track core has the following required courses:

- ___ HOD 2800 Policy Analysis Methods (Spring)
- ___ HOD 2810 Politics of Public Policy (Fall)
- ___ HOD 2820 Introduction to Public Finance (Fall)

Plus 2 additional HOD courses above the 2100 level excluding HOD 2260, 2900, 2910, 2920, 2930, 2980 - 2989; track electives may be from any area of concentration. [6]

POTENTIAL PEABODY SECOND MAJORS

Child Development (30 hours)

Major Core (12 hours)

- _____ PSY 1630, Developmental Psychology (3)
- _____ PSY 1500, Cognitive Aspects of Human Development (3)
- _____ PSY 1750, Social and Personality Development (3)
- _____ PSY 2102, Statistical Analysis (3)

One of the following epoch courses:

- _____ PSY 2250, Infancy (3)
- _____ PSY 2320, Adolescent Development (3)

Methods courses (6 hours)

- _____ HOD 1700 Systematic Inquiry (3)
- _____ **and** one of the following:
- _____ PSY 2510, Experimental Research Methods in Child Development (3)
- _____ PSY 2520, Observational Research Methods (3)
- _____ PSY 2530, Psychometric Methods (3)
- _____ PSY 2980 / 2990, Directed Research (3)

Elective Area with the Major (minimum 9 hours required)

- _____ PSY _____
- _____ PSY _____
- _____ PSY _____

Child Studies (36 hours)

Developmental Courses (9 hours)

- _____ PSY 1630 Developmental Psychology
- _____ PSY 1500 Cognitive Aspects of HD
- _____ PSY 1750 Social & Personality Development
- _____ PSY 2250 Infancy
- _____ PSY 2320 Adolescent Development

Language and Literacy (6 hours)

- _____ EDUC 2115 Language & Literacy Young Child
- _____ PSY 2000 Psychology and Language
- _____ SPED 2030 Intro Lang. & Communication
- _____ SPED 2640 Manual Communication I

Research Methods (3 hours)

- _____ HOD 1700 Systematic Inquiry*

Electives in Child Studies (9 hours)

- _____ PSY 1150 Freshman Seminar (Topic Varies)
- _____ PSY 2100 Advanced Topical Seminar
- (May be repeated provided no duplication of content intended for students with JR or SR class standing)

Families, Community, & Diversity (6 hrs.)

- _____ EDUC 1020 Society, School, and the Teacher
- _____ EDUC 2120 Parents & Developing Children
- _____ EDUC 2920 Social & Phil. Aspects of Education
- _____ HOD 2510 Health Service Delivery Diverse Pop.*
- _____ HOD 2600 Community Development Theory*
- _____ HOD 2670/PSY 2470 Community Psychology*
- _____ SPED 1010 Introduction to Exceptionality
- _____ _____
- _____ _____
- _____ _____

*H&OD First Majors may double count HOD 1700 as well as six hours of H&OD courses from the Families, Community, and Diversity area.

Cognitive Studies [33 hours]

Major Core (12 hours)

- PSY 1200 Minds, Brains, Context, & Culture
- PSY 1600 Psychology of Thinking
- PSY 2100 Advanced Topical Seminar

Take one of the following:

- PSY 2510 Experimental Methods
- PSY 208 Research Methods

Elective Courses within the Major (15 hours)

- NSC 201 Neuroscience
- PSY 1150 Freshman Seminars (Topic Varies)
- PSY 1300 Cognition and Instruction
- PSY 1500 Cognitive Aspects of Human Development
- PSY 1700 Social & Emotional Context of Cognition
- PSY 1750 Social & Personality Development.
- PSY 2000 Psychology and Language
- PSY 2100 Advanced Topical Seminar

(May be repeated provided no duplication of content: intended for students with JR or SR class standing)

- PSY 2310 Educational Psychology
- PSY 2560 Health Psychology
- PSY 2700 Introduction to Clinical Psychology
- PSY 2970, 2980, or 2990 (6 hours only)
- SPED 2030 Intro Lang. &

Methods of Inquiry (3 hours in addition to HOD 1700)

May be used to satisfy an appropriate area of the Liberal Education Core)

- ANTH 211 Archaeology
- CHEM 210 Intro to Analytic Chemistry
- CS 101 Programming and Problem Solving
- CS 212 Discrete Structures
- EES 225 Earth Materials
- HOD 1700 Systematic Inquiry (taken in H&OD Major Core)
- PHIL 102 General Logic
- PHIL 244 Philosophy and the Natural Sciences
- PSY 2102 Statistical Analysis
- PSY 2520 Observational Research Methods
- PSY 2530 Psychometric Methods
- PSY 2980 or 2990 (3 hours only from either)
- SOC 211 Introduction to Social Research
- SPED 2110(w/2111)Managing Academic & Social Behavior

Pre-Nursing Requirements for the 5 year HOD/Nursing Option

Students at Peabody College may complete the B. S. degree with a major in Human and Organizational Development and also earn the Master of Science in Nursing (M.S.N.) through a senior-in-absentia program in the School of Nursing.

The following nursing courses are required prior to the senior year. These courses will count towards the 7 hour Natural Science requirement in the HOD Liberal Education Core. Refer to the *School of Nursing Catalog* for requirements for the completion of the M.S.N.

- _____ NURS 150, Microbiology (3 or 4 hrs as needed)
- _____ NURS 210A, Anatomy & Physiology I (4)
- _____ NURS 210B, Anatomy & Physiology II (4)
- _____ NURS 231A, Nutrition (2)

Approved Five Year HOD/Nursing students are exempt from the following H&OD major requirements:

- HOD 2900 Internship
- HOD 2910 Advanced Seminar
- HOD 2920 Theoretical Applications
- HOD 2930 Senior Project

Students who have applied during their junior year and been granted admission to the school of Nursing will be enrolled during the fall of their senior year as Peabody Undergraduate students in the following courses:

NURS 215	Foundations of Professional Nursing I	2
NURS 225	Population-based Health Care	2
NURS 235	Human Experience Across the Life Span I	4
NURS 245	Fundamentals for Clinical Practice	5
NURS 255	Basic Pharmacology	<u>2</u>
		15

Students will be enrolled in the spring semester of their senior year as School of Nursing master level students. The students will be enrolled in the following Nursing courses that will transfer back to their undergraduate program to complete the required 120 hours for a May graduation and the Bachelor of Science degree with a major in Human and Organizational Development:

NURS 216	Professional Nursing Seminar	1
NURS 226	Health Care Systems: Micro Issues	2
NURS 236	Human Experience Across the Life Span II	5
NURS 246	Integration of Theoretical & Clinical Aspects Nursing	4
NURS 256	Strategies for Improving Self Care	<u>2</u>
		14

PEABODY MINORS

A minor is a program with recognized area of knowledge offering students more than a casual introduction to the area but less than a major. Although the completion of a minor is not a degree requirement, students may elect to complete the courses specified for one or more minors. A student who completes all designated courses in a minor with a grade point average of at least 2.0 will have the minor entered on the academic transcript at the time of graduation.

Minors may be combined with any departmental major or interdisciplinary major. Each minor must, however, include at least fifteen credit hours that are not being counted toward any major. Courses being taken to fulfill a minor may not be taken on a Pass/Fail basis.

Students wishing to declare a Peabody minor must obtain a "Minor Declaration" form available in the Office of Records and Registration or the Departmental Offices. An adviser will not be assigned for minors, and it will not appear on the transcript until the time of graduation. It is the student's responsibility to know and satisfy all the requirements for minors which he/she intends to complete. Minors will be checked during graduation check-out.

Students wishing to declare a minor in the College of Arts and Science must obtain a "Minor Declaration" form from the appropriate department in the College of Arts and Science where the student will be acknowledged as having a minor. This form must be submitted to the Peabody Office of Records and Registration for processing. A list of Arts and Science minors available to Peabody students are in the Undergraduate Catalog.

HOD Majors who begin their studies at Vanderbilt in the summer of 2006 or later will not be eligible to declare a minor in Managerial Studies: Leadership and Organizations.

Note:

Minors, either Peabody or Arts and Science, are in addition to the Peabody major. Courses in the student's minor must be completed with a cumulative grade point average of 2.000 or better and all courses must be completed on a graded basis.

The following Peabody minors are offered:

- Child Development
- Cognitive Studies
- Educational Studies
- Human and Organizational Development
- Reading/Literacy Education
- Teaching Linguistically Diverse Students
- Special Education

CHILD DEVELOPMENT

The minor in Child Development consists of 18 hours in the following courses:

Required Courses:

PSY 1630 Developmental Psychology 3

PSY 2101 Introduction to Statistical Analysis 3

(may be taken as part of the Liberal Education Core)

One of the following: 3

PSY 1500 Cognitive Aspects of Human Development

PSY 1750 Social and Personality Development

One of the following: 3

PSY 2250 Infancy

PSY 2320 Adolescent Development

One of the following: 3

PSY 2510 Experimental Research Methods

PSY 2520 Observational Research Methods

PSY 2530 Psychometric Methods

One Child Development elective course 3

Any of the courses above not taken to meet a minor requirement or any course listed for the major as a Child Development elective

Total Hours in the Minor **18**

COGNITIVE STUDIES

The minor in Cognitive Studies consists of 15 hours in the following courses:

Required Courses: 6

PSY 1200 Minds, Brains, Contexts, and Cultures

PSY 1600 Psychology of Thinking

3 courses from the following: 9

PSY 1150 Freshman Seminar

PSY 1300 Cognition and Instruction

PSY 1500 Cognitive Aspects of Human Development

PSY 1700 Social and Emotional Context of Cognition

PSY 1750 Social and Personality Development

PSY 2000 Psychology and Language

PSU 2100 Advanced Topical Seminar (may be repeated providing no duplication of content)

PSY 2560 Health Psychology

PSY 2700 Introduction to Clinical Psychology

PSY 2980 Directed Research (may not be repeated for minor credit)

SPED 2030 Introduction to Language and Communication

Total Hours in the Minor **15**

EDUCATIONAL STUDIES

The minor in Educational Studies is offered through the Department of Teaching and Learning. This minor has a Secondary Education Emphasis that requires 17 hours of credit from the following courses.

EDUC 1020	Society, School, and the Teacher	3
SPED 1010	Introduction to Exceptionality	3
EDUC 2310	Teaching in Secondary Schools	3
EDUC 2920	Social and Philosophical Aspects of Education	3
EDUC 2340	Practicum in Secondary Education I (with ED 2920)	1
EDUC 2350	Practicum in Secondary Education II (with PSY 2320)	1
PSY 2320	Adolescent Development	3
<u>Total Hours in the Minor</u>		<u>17</u>

Students interested in pursuing a minor in Educational Studies with an emphasis in Early Childhood or Elementary Education related to other educational contexts should contact Professor Amy Palmeri, Director of Undergraduate Studies in the Department of Teaching and Learning.

HUMAN AND ORGANIZATIONAL DEVELOPMENT

The minor in Human and Organizational Development consists of 18 hours in the following courses:

<u>Required Courses:</u>		9
HOD 1000	Applied Human Development	3
HOD 1100	Small Group Behavior	3
HOD 1200	Understanding Organizations	3

<u>Elective Courses:</u>		9
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9 hours at the 2000-level with either

(1) All 9 required hours in a given track:

- Community Leadership and Development
- Health and Human Services
- International Leadership and Development
- Leadership and Organizational Effectiveness
- Public Policy

OR

2) Two of the five introductory track courses:

- HOD 2400 Global Dimensions of Community Development
- HOD 2510 Health Service Delivery to Diverse Populations
- HOD 2600 Community Development Theory
- HOD 2700 Leadership Theory and Practice
- HOD 2800 Policy Analysis Methods

And

One additional 3-hour HOD course

<u>Total Hours in the Minor</u>		<u>18</u>
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READING/LITERACY EDUCATION

The minor in Reading/Literacy Education is offered through the Department of Teaching and Learning. This minor consists of 16 credit hours from the following courses:

EDUC 2215	Theory & Methods of Reading	3
EDUC 2216	Practicum in Teaching Reading/Language Arts	1
EDUC 2217	Language Arts in Elementary Schools	3
EDUC 2430	Addressing Problems in Literacy Learning	3
ENED 2200	Exploring Literature for Children	3
PSY 2310	Educational Psychology	3
Total Hours in the Minor		<u>16</u>

TEACHING LINGUISTICALLY DIVERSE STUDENTS (18 hours)

(Leads to an added endorsement in teaching English as a second language)

EDUC 2530	Foundations Teaching Linguistically Diverse Students	3
EDUC 2540	Meth. & Materials Teaching Linguistically Diverse Students	3
EDUC 2550	Teaching Linguistically and Culturally Diverse Students	3
EDUC 2560	English as a Second Language Assessment for Teachers	3
EDUC 2570	Teaching Practicum for Linguistically Diverse Students	3
ENED 2200	Exploring Literature for Children	3
	Or ENED 2920 Literature for Adolescents	
Total Hours in the Minor		<u>18</u>

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 17-18 credit hours. The first seven credits are required for all minors. Students then select an area of interest and complete an additional 10-11 credit hours in that area. Students who complete a minor in any area will not be recommended for licensure in that area.

Required Courses:

SPED 1010	Introduction to Exceptionality	3
SPED 2110	Managing Academic and Social Behavior	3
SPED 2111	Practicum: Managing Academic & Social Behavior	1

Option 1: Clinical and School Services Cluster

SPED 2800	Characteristics of Students with HI Disabilities	3
SPED 2810	Assessment Strategies for Students with Disabilities	3
SPED 2811	Practicum: Assessment Strategies	1
SPED 2010	Introduction to Instructional Methods	3

Option 2: Community Involvement Cluster

SPED 2300	Introduction to Severe Disabilities	3
SPED 2301	Practicum -Severe disabilities	1
SPED 2330	Multiple disabilities	3
SPED 2331	Practicum -Multiple disabilities	1
SPED 2340	Transition to adult life	3
SPED 2431	Practicum – Transition	1

Option 3: Visual Impairment Cluster

SPED 2500	Anatomy of the Eye	3
SPED 2510	Educational Procedures	3
SPED 2530	Braille	2
SPED 2550	Orientation and Mobility	3

Option 4: Overview of Special Education Cluster

SPED 2800	Characteristics of Students with HI Disabilities	3
SPED 2300	Procedures for Students with Severe Disabilities	3
SPED 2301	Practicum: Procedures for Severe Disabilities	1
SPED 2500	Anatomy of the Eye	3