Welcome to Peabody! This is your guidebook designed to lead you to successful completion of your major at Peabody College. 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 way toward the Bachelor of Science degree in May 2017.

You will be expected to keep this handbook for four years and carry it to each advising appointment with your faculty 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.

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 (615-343-6947) or the Office of Records and Registration (615-322-8400).
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PEABODY COLLEGE ACADEMIC CALENDAR 2013-2014

Any posted times are Central time.

FALL 2013
June 10, Mon  Fall Registration on YES opens for First Year Students 8:00 A.M.
June 28, Fri  Fall Registration ends at 4:00 P.M.
July 24, Wed  Fall Registration Resumes for all students (Check your schedule)
Aug 14, Wed  Deadline for all students to pay fall charges
Aug 17, Sat  Orientation begins for all new undergraduate students; residence halls open at 7:00 A.M.
Aug 19, Mon  Mandatory Peabody Undergraduate First Year Orientation sessions; Peabody picnic; Adviser Appointments
Aug 21, Wed  First Day of Classes
Aug 27, Tues  Wait Lists end
Aug 28, Wed  Fall Registration on YES ends at 11:59 P.M.; Last day to add a fall course; last day to drop a fall course without a “W” grade; pass/fail declaration ends; all students schedules must be finalized by 11:59 P.M.
Aug 29-Sept 4  Extended drop/add. YES is not available. Students must complete and submit late drop/add forms with ALL required signatures to make late schedule changes. Instructors are not obligated to enroll students late.
Oct 10-11, Thurs-Fri  October Break – enjoy!
Oct 11, Fri  Mid-term deficiency grade reports are posted on YES
Oct 18, Fri  Last day to drop a fall course with a "W" grade or change pass/fail to graded status
Oct 28-Nov 15  Spring Registration on YES. Check YES for appointment time.
Nov 23-Dec 1  Thanksgiving Holidays
Dec 5, Thurs  Last day of fall classes; spring registration resumes at 8:00 A.M.
Dec 6-14, Fri-Sat  Fall semester reading days and final examinations
**SPRING 2014**

Jan 2, Thurs  **Deadline for students to pay spring tuition and fee charges**

Jan 6, Mon  **First day of spring classes**

Jan 10, Fri  **Wait lists end**

Jan 13, Mon  **Spring 2013 registration ends at 11:59 P.M.; Last day to add a spring course; last day to drop a spring course without a “W” grade; pass/fail declaration period ends; all student’ schedules must be finalized by 11:59 P.M.**

Jan 14-20  **Extended drop/add. YES is not available. Students must complete and submit late drop/add forms with ALL required signatures to make late schedule changes. Instructors are not obligated to enroll students late.**

Jan 20, Mon  **No class in observance of Martin Luther King, Jr. holiday**

Mar 1-9, Sat-Sun  **Spring Holidays**

Mar 6, Thurs  **Mid-term deficiency grade reports are posted on YES**

Mar 14, Fri  **Last day students may drop a spring course with a W grade or change pass/fail to graded status**

Mar 24, Mon  **Registration for summer classes on YES begins.**

Apr 7-25  **Registration windows for Fall. Check YES for appointment time.**

Apr 14, Mon  **Last day for students to submit completed summer school elsewhere approval forms to the Office of Records and Registration**

Apr 21, Mon  **Spring classes end**

Apr 22-May 1  **Spring semester reading days and final examinations**

May 9, Fri  **Commencement**

**Summer 2014**

May 5, Mon  **May session begins**

May 30, Fri  **May session courses end**

June 3, Tues  **First-half classes begin**

July 4, Fri  **Examinations for first-half courses**

July 8, Tues  **Second-half courses begin**

Aug 8, Fri  **Examinations for first-half courses; summer terms ends**
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 degree audits for all Peabody undergraduate majors and minors.

This office processes all academic record entries and changes such as address, adviser, grades, 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 daily.

Peabody Office of Student Affairs

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

The Office of Student Affairs works closely with other campus offices 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 support Peabody programs and events. 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.

Directors of Undergraduate Study – 2013-2014

Human and Organizational Development    Dr. Paul Speer    615-322-6881
(Community Leadership and Development and Health and Human services track)

Leadership Policy and Organizations    Dr. Mark Cannon    615-322-8000
(Leadership and Organizational Effectiveness, International Leadership and Development, and Education Policy tracks)

Psychology and Human Development    Dr. Leigh Wadsworth    615-322-8141

Special Education    Dr. Andrea Capizzi    615-322-8150

Teaching and Learning    Dr. Catherine McTamaney    615-322-8100
(Early Childhood Education, Elementary Education, and Secondary Education)
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First Time Student Registration Help Document

YOUR ENROLLMENT SERVICES

YES (Your Enrollment Services) will be your entry point to access online academic services at Vanderbilt. Your academic record, mid-term and final grades, class and catalog searches, and term schedule will all be accessible from your YES “landing” page. YES is also where you will go to register for classes.

Tutorials, printed instructions, and online help will be accessible from YES to assist you in using the site. The URL for the online help is listed at the end of this document. This document focuses on the registration features of YES.
LANDING PAGE

Understanding your Student Landing Page
When you log into YES, Your Enrollment Services, you will enter the student landing page. You will use your VUnet ID and e-password to log into this page. This page will launch you to your academic applications. You can link to Access to Academic Information (AAI), Address Change, Graduation System (GRAD), Financial Aid, OAK, and many more.

On the top right hand corner there is a list of your enrollment windows. During these windows of time you will have the ability to enroll in classes. If you are not within an enrollment window, you will not be able to enroll in classes but will be able to search for classes, use your cart, and your planner. You will also see a holds box on your landing page. If you have any enrollment holds, (student accounts, dean’s, etc) they will appear in this box.

Once you have enrolled, your schedule will be available at the bottom right hand corner of this page.

REGISTRATION

Searching for a class
When you enter the student registration application, the system will default you to the class search. The class search is term based. The term and session can be selected from the top left corner of the screen. Once you have the correct term and session selected, you can begin your search using the quick search or the advanced search.

The quick search is based on the subject area, subject area number, and title. The search will return any classes with your criteria in those three fields.

To refine your search, use the advanced search link on the right hand side of the quick search. Select the advanced search link and a box will open up with additional search criteria. Title, Catalog Number, Instructor, Subject Areas, School, Instruction Mode, Career, Component, and Meeting Days and Times are all available for you to use in your search. To search between times or credit hours, slide the black circles inward and outward. The tags can be used if you have added tags to courses within your planner. Please see the Catalog Search/Planner section for more information on tags.

Meeting Days:
M – Monday
T – Tuesday
W – Wednesday
R – Thursday
F – Friday

Class attributes are a way for you to search for classes that are eligible for your major but are listed under a different subject area. For example, if you are an American Studies major all of your required classes may not be listed under the American Studies subject area. Some may be Sociology or Political Science classes. If you search by an ‘eligible for’ tag it will only return results for classes that are not within that subject area. Use the subject area field in addition to the ‘eligible for’ attribute if you want to see the subject area and all classes eligible for that particular major.

The search results are listed underneath your search criteria. You can see more details on the classes by clicking anywhere on the desired class in your results. Within the details, there is a link to
the class syllabus and book information, if provided by the instructor. The book information hyperlink will bring you to the eFollett website for textbook pricing information.

The class can be added to your cart from the class detail or from the blue plus sign to the right of your search results. You can begin adding classes to your cart as soon as they are available for the term you wish to register for. You can add up to twenty classes in your cart from the search.

**Enrolling in a class from your cart**
If you are within an enrollment appointment or within open enrollment, the enroll button will be available in the class cart. If you are not within an enrollment appointment or open enrollment, you can still put classes into the cart as soon as the schedule is published for your career. Saving a class in your cart does not guarantee you a seat in the class.

If you need to edit the grading basis, add a permission number, or edit the credit hours of a course prior to enrolling, select the blue notebook icon on the right hand side of the screen for the class you want to edit. The icon next to the edit icon is the swap icon. Please see the edit and swap sections for more information on these functions. To remove a class from your cart, press the red minus sign.

To enroll in all of the classes you have put into your cart, press the select all button at the bottom of the cart. To select a few at a time, use the checkboxes to the left of your cart to choose the classes. Once the classes are selected, click the enroll button at the bottom of the list of classes.

Messages will appear at the bottom of your screen after you select the enroll button. The messages will either say you have successfully enrolled in the class or that you were not enrolled. If you were not enrolled, the error message will tell you why. If you receive an error message or a waitlist message, you will have to click on the message to make it go away. Success messages will disappear after five seconds.

**Dropping a class**
To drop a class, you must be within an appointment window or within open enrollment. If you are not within an appointment window then you will either have to wait for your next window to open or if you have no more appointments, you will need to be dropped by an administrator from that class's department or by your school registrar.

If you are within an appointment window, navigate to your enrolled classes. Click the red minus sign next to the class you wish to drop. When you click the minus sign, the system will ask “are you sure you want to drop this class?”. If you are, press yes.

Once the system has dropped you from the class, it will no longer show in your enrolled classes list. To see the dropped class, select the dropped filter checkbox at the top right of your screen. The dropped class will appear in this list.

**Swapping a class**
If you are already enrolled in a class and want to enroll in a different class, use the swap function. The swap function will make sure you can enroll in the desired class prior to dropping you from the enrolled class. This functionality is available from both the enrolled list of classes and the classes the cart.

To swap from the cart, select the orange icon with the horizontal arrows to the right on the class you wish to enroll in from the cart. If you are swapping from your list of enrolled classes, select the same orange icon to the right of the class you wish to drop.
Selecting this icon on either screen will bring you to a list of your enrolled classes or a list of the classes in your cart. If you are swapping from the cart, select the class to drop if you are successfully enrolled in the class. If you are swapping from the enrolled list, select the class you want to enroll in. Once you have made your selection, click the swap button.

The system will take you to your list of enrolled classes. If the swap was successful, you should see the class you wanted to enroll in from the cart in your list of enrolled classes. If the swap was not successful, the system will give you an error message at the bottom right hand corner that tells you why you were not put into the class. Remember, the system will never drop you from a class using the swap unless it knows you can get into the class you selected from your cart.

**Drop if Enrolled**
Drop if enrolled can be used if you are waitlisted for a class. If you want to drop a class from your enrolled list upon getting enrolled from the waitlist, you can tell the system what class you wish to drop. This can be done as soon as you are added to the waitlist. This functionality is particularly useful if you have a time conflict with the class you are waitlisted for. YES will not let you enroll in a class from the waitlist if you are currently enrolled in a class that has a time conflict with the waitlisted class. You will remain on the waitlist if you do not set up a drop if enroll class in this situation.

Drop if enrolled works the same way if you are trying to enroll in a class that will take you over the maximum number of hours for your term. The system will not let you enroll off of the waitlist if that class will put you over the maximum hours allowed for the term. Your workaround is to set up a class to drop if you are enrolled in a class.

To set up this drop if enroll class, you must be on the waitlist already. Once on the waitlist, navigate to your list of enrolled classes. Select the brown icon with vertical arrows pointing up and down on the row next to your waitlisted class. Selecting this icon will bring you to a list of your enrolled classes. From the list of enrolled classes, select the class to drop if you are enrolled from the waitlist. To do so, select the same brown icon next to the class you wish to drop.

Once you have selected your drop if enroll class, press the save button. The system will bring you to your list of enrolled classes. There will be a note underneath your waitlisted class that tells you what class will be dropped if you are enrolled off of the waitlist.

**Editing hours/Grading Basis**
Editing a class will allow you to do a variety of things. You can edit a class to change the grading basis, change the credit hours if your class is a variable credit class, or enter in permission numbers.

If you are eligible to change the grading basis for the class you wish to enroll in, you can do so from the cart or the list of enrolled classes. Select the icon to the right of the class that looks like a notebook. This will prompt a pop up that will let you edit the class. If you are editing the grading basis, you can select from here. P/NP stands for pass/no pass. If you are not eligible to take a class P/NP, this option will not appear. First year students are not allowed to elect to take a class P/NP.

To edit the hours of a variable credit class, use the same blue notebook icon to the right of the class.

Use the hours dropdown to select the number of hours.

If a class requires consent, you may be given a permission number to enroll in the class. If you are given a permission number upon receiving consent for a class, you must enter the permission number in the edit function prior to enrolling in the class. To do this, select the same blue notebook
icon next to the class. If a class requires a permission number, you will not be able to enroll in the class without adding your permission number in the cart.

**Catalog Search and Planner**
Unlike the class search, the catalog is available year round. The class search is only available for schedules that have been published for the term. You can search the catalog and add courses to your planner whenever you want to. The catalog search works very much like the class quick search. The search will return anything with your criteria if it is in the subject area, subject area code, or title.

The course detail is available from the list of results. To view the detail, click anywhere on the course row. The course can be added to the planner from the detail screen or from the blue plus sign to the right of the search results. Once courses are in your planner, you can organize them.

You can add tags to the courses in your planner. If you are thinking about taking courses in a particular term, use the term tags. You can add tags by selecting the purple tag icon to the right of the course in your planner and using the tags that are available to you in the pop up window. Please note that just because a course is in the catalog, it will not necessarily be scheduled in the term you want to take it. The planner should be used as a tool to help you visualize what courses you want to take during your time here at Vanderbilt. Just because you add a course into your planner does not mean you actually have to take the course.

The planner also allows you to create unique tags. Use the free format text box in the tag pop up window to add unique tags to a course. For example, if you know that certain courses are required for your major, you can create a tag that says 'major requirement'. The system will keep a record of all the tags you have used so that you can reuse them on other courses within your planner.

The courses and tags you add to your planner will save between logins. So, if you add a few courses to your semester this term, they will still be there next term if you do not remove them from your planner.

**Your Schedule: Printing and Importing**
When you select the schedule link within your navigation bar, the system will display a graphical view of your schedule. This view is of a typical week. If you are enrolled in classes with ad hoc meeting patterns, you will not see them here. Use the filter checkboxes on the top right of your screen to overlay the classes in your cart and your waitlisted classes with your current schedule. The schedule is also available in a list view as well as a graphical view. To see the list view, select the list link above your graphical view.

If you need to email your schedule, select the email icon at the top right corner of the screen. When this icon is selected, you will see a pop up window with email fields. Enter in the email addresses of your desired recipients and click send.

You can also import your schedule to your personal calendar system. This import will pick up any ad hoc meeting patterns with your classes as well as your typical week schedule. To import your schedule, select the icon to the right of the email icon. Use the pop up window to enter the email address that you use with your personal calendar system (Gmail, Outlook, Entourage..etc).
General Navigation
YES is available from the Vanderbilt home page. You will see a link on the bottom right hand side in the gold bar on the Vanderbilt home page to YES, Your Enrollment Services. Select this link to log in. Use your VUnetID and e-password to access YES.

Once you are logged in, the system will default you to your landing page. This page shows all currently enrolled classes, if there are any holds on your registration (advisor approval, financial, etc.) as well as links to launch your academic applications.

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<td>Immunization</td>
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To navigate to these applications, use the icons below your student photo or the applications tab in your navigation bar at the top of your screen. The navigation bar is the same throughout many of your academic applications.

**Academic Record** (red button – AAI) is the place where you can review your entire academic history, who taught your courses and see your grades as they post at the end of the term. The “External” tab has your non-Vanderbilt transfer credit, AP credit, and ACT/SAT scores listed.

You may change your address, if needed, as well as update the billing address or include emergency contact information using the blue **Address Change** button.

To review your billing statement, use the **Student Accounts** button (a yellow calculator.) If your bill is not paid for a semester, a hold may be placed on your ability to register until arrangements have been made. This hold may only be released by Student Accounts and is separate from the Advisor hold. If you have questions about **financial aid**, there is also a link to their site via the green dollar sign icon.

Most Vanderbilt classes use **OAK**. It houses course syllabi, announcements, discussion boards and other information. The Peabody Registrar’s office does NOT have access to OAK and cannot provide any technical assistance with this program.

**The Graduation System** (the purple icon) gives students an opportunity to make sure that their names are spelled correctly for their diplomas and the Commencement program, and that the university is listing their correct hometown, state, or country in the Commencement program. Students may provide addresses where they would like their diploma and Commencement ceremony information to be mailed. Most important of all, students may use this application to let us know whether or not they are planning to attend the Commencement ceremony in May of their senior year.

If you have not submitted your **Immunization** form to Student Health Services, a registration hold may be placed that only they may release. You may review your Immunization information using the red cross icon. Questions about immunizations or other health services on campus may be directed here: [http://www.vanderbilt.edu/student_health/link/immunization-requirements](http://www.vanderbilt.edu/student_health/link/immunization-requirements)
You should review your Ethnic information using that icon (the green check box).

Select the student registration link from your navigation bar or the available icons (the computer monitor). When you enter student registration, the system will default you the class search. The registration application uses carousel navigation within the class search, catalog search, and schedule. Within the class search carousel, you can view your cart and your enrolled classes by selecting the arrows next to the quick search or by using the links to the top right of your screen.

When you view your enrolled list of classes from the class search carousel, the default view shows classes you are enrolled in or wait listing. If you dropped a class, use the dropped filter at the top right hand corner to view the dropped class.

Catalog navigation works the same way as the class search. To navigate to the catalog search and planner, select the catalog link within the navigation bar at the top of the screen. To see the planner, you can use the carousel to the right of the catalog search or click the planner link at the top right.

To view your schedule, select schedule in your navigation bar. The system will display a graphical view of your class schedule. You can use the filters at the top right of this graphical view to overlay the classes in your cart and the classes you are waitlisted for on this screen. A list view is also available for your schedule. Select the list icon above your graphical view or use the carousel navigation arrows next to your schedule.

You may request an official transcript through this link (dark blue TR) in YES. Vanderbilt does not issue unofficial transcripts. There is no fee for sending a transcript.

The Degree Audit (the brown icon with a white square inside) is a visual representation of your degree program. It is an excellent tool for advising and course selection. The online audit is not an official transcript, and it is not an official statement of requirements for graduation.

Students should rely on their Academic Record for accurate total hours and Grade Point Average.

The degree audit provides an online review of coursework and shows how that coursework fits into the requirements for majors, minors, core requirements, and degrees. The normal outcome for most audits throughout a student’s career is NOT SATISFIED. This is because most students do not complete their programs until late in their careers.

Courses that you are currently enrolled in may cause a degree audit requirement to read as SATISFIED. If you drop the course or do not successfully complete the course the requirement will be reverted to NOT SATISFIED.

When you look at a particular requirement, it will usually show Satisfying Courses (if any have been taken or are presently enrolled) and a Possible Courses tab. Any and all approved options for a requirement will be listed here. This is especially useful as you make selections for your liberal core.

An explanation of the different categories:

Incomplete, In-Progress & Ungraded Courses:
All presently enrolled courses will be listed here

Bachelor of Science Degree requirements:
The minimum for your B.S. degree (GPA and total hours)

Sixty Hours – Vanderbilt courses required:
All undergraduates must complete a minimum of 60 hours in residence (on campus) at Vanderbilt
Writing Requirement:
All undergraduates must complete 2 writing courses. AP/IB credit for ENGL 102W/105W/120W does not count for the Writing requirement. See the Liberal Core section for your major in this handbook for more information.

English 100
All undergraduates must satisfy this requirement – either with appropriate test scores or by successfully completing the course. See the Liberal Core section for your major in this handbook for more information.

Liberal Core Education Requirements:
Peabody wants our students to have a wide base of knowledge from which to build. There are different content areas within the core and all must be satisfied in order to graduate. We suggest completing them early so as to focus your later years on your major. The major section of your handbook has full details of your core and satisfying courses. Keep in mind that each major has a different liberal core.

The Liberal Education Core is different than AXLE in A&S. Check your handbook or your audit – not with your roommate – about satisfying courses.

Major:
Your major requirements will appear here. They will include required pedagogical courses, major core courses, student teaching or internships.

Second major or minors that have been declared will appear at the end of the audit.

Contact Information
Peabody College 322-8400 216 Administration Building

YES Help
http://www.vanderbilt.edu/helpcontent/wp/
**HAVE A QUESTION OR NEED A FORM?**

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<th>WHERE TO GO</th>
<th>PHONE</th>
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<td>Faculty Adviser</td>
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<td>Academic Probation</td>
<td>Student Affairs</td>
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<td>Academic Dismissal</td>
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<td>Academic Awards</td>
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<td>Adviser Change</td>
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<td>Career Planning</td>
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<td>Course or Requirement Waivers</td>
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<td>Dean's List</td>
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<td>Drop &amp; Add Courses</td>
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<td>Enrollment Verification</td>
<td>University Registrar</td>
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<td>Financial Aid (Undergraduate)</td>
<td>Financial Aid Office</td>
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<tr>
<td>Five Year Program Applications</td>
<td>Admissions &amp; Recruitment</td>
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**Forms:**

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- Change of Address: University Registrar
- Change of Course: Records & Registration
- Change of Name: University Registrar
- 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 Agreements: 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
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<td>Peabody Student Association Student Affairs</td>
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<td>Police/Security</td>
<td>Student Affairs</td>
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<td>Department Offices</td>
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<td>Study Elsewhere Approval</td>
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<td>Track Declaration</td>
<td>Major Department (HOD, SED, &amp; SPED only)</td>
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<td>Transcripts</td>
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<td>Vanderbilt Study Abroad</td>
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<td>Verification of Enrollment</td>
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<td>Transfer Credit</td>
<td>Records &amp; Registration</td>
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<tr>
<td>Withdrawal</td>
<td>Records &amp; Registration/Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Placement & 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 but Peabody does not limit the overall number of AP/IB hours that can be awarded.

The Undergraduate Catalog will always supersede the college handbook in terms of policy or description of credit that may be awarded.

Unless otherwise specified in this handbook, AP/IB credit will satisfy Peabody liberal core requirements. An example of where it will not is the writing requirement. ENGL 102W/105W/120W will NOT satisfy the Writing requirement but could satisfy communications or humanities in most Peabody programs. Please see the Liberal Core for your major for a full listing of courses.

<table>
<thead>
<tr>
<th>Advanced Placement Test</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>3, 3</td>
<td>HART 110, 111</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>3, 1</td>
<td>BSCI 100, 101A</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>4</td>
<td>MATH 155A</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>4, 4</td>
<td>MATH 155A, 155B</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>4</td>
<td>MATH 155A (sub-score 5 on Calculus AB)</td>
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</tbody>
</table>

- Credit cannot be awarded for both MATH 150A and 155A (see pages on selecting a math course for full information on credit duplication)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
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<tr>
<td>Chemistry</td>
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<td>Chinese Language</td>
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<td>5</td>
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<tr>
<td>Chinese Language</td>
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<td>Computer Science (A)</td>
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<td>CS 101</td>
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<td>Economics: Macro</td>
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<td>Economics: Micro</td>
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<td>3, 3</td>
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<tr>
<td>Comparative</td>
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<tr>
<td>Government &amp; Politics: United States</td>
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<td>PSCI 100</td>
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<td>Biology (standard/higher)</td>
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<td>ECON 100, 101</td>
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<td>ENGL 100</td>
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<td>French (higher)</td>
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<td>FREN 103, 3 hrs FREN Elective</td>
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<td>MATH 127A, 155A, 1hr elective</td>
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<td>MUSL 140</td>
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<td>MUSL elective credit</td>
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<td>PHYS 116A/B, PHYS 118A/B</td>
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### SELECTING AN APPROPRIATE MATH COURSE

**Brief Outline for Placement in Mathematics**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION &amp; BACKGROUND REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 127AB</td>
<td>An introduction to probability and statistics. (Psy-PC 2101 is required for statistics in H&amp;OD and CD, CGS, and CST majors. Therefore, students in these majors should not take Math 127A or B.)</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Requires high school algebra but does not use any trigonometry. (Strongly recommended)</td>
</tr>
<tr>
<td>MATH 150AB</td>
<td>Requires trigonometry and Math SAT I score above 600, SAT II M1 score above 620 and/or SAT II M2 score above 570 recommended.</td>
</tr>
<tr>
<td>MATH 155AB</td>
<td>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.</td>
</tr>
</tbody>
</table>

For more information on placement, visit: [http://www.vanderbilt.edu/math/undergraduate/calculus](http://www.vanderbilt.edu/math/undergraduate/calculus)

**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.**
A. Calculus Sequences

The Department of Mathematics offers a calculus survey course, two standard calculus sequences, and a sequence in multivariable calculus and linear algebra for especially well prepared students.

The survey course, Math 140, includes both differential and integral calculus at an introductory level. It is designed for students who do not have a need for further study in calculus. No background in trigonometry is required for Math 140. For most Peabody students, Math 140 is an appropriate course to meet the math requirement in their liberal education core.

The standard calculus sequences are 150a-150b-170-175 and 155a-155b-175. The second sequence is recommended for students who are planning to major in mathematics or a field of science or engineering in which calculus-based courses need to be taken in the sophomore year.

A student who achieves a score of 5 on the Calculus BC AP exam is eligible to enroll in Math 205a-205b. These courses cover multivariable calculus and linear algebra with an emphasis on rigorous proofs and are alternatives to Math 175 and 204 for students with a strong interest in mathematics.

While you may be eligible to enroll in a higher level of calculus based on test scores, it does not mean it is appropriate for you to do so. Students should consult with their instructors and their advisers for assistance as early as possible if regarding course selection and if they are struggling with a particular course.

The Department of Mathematics strongly recommends that students enter a calculus sequence at the beginning (Math 150a or 155a) unless they have appropriate AP or transfer credit. There will be a two-week period at the beginning of the fall semester when students can change from one level of calculus to another. Students should consult with their instructors and their advisers for assistance during this period.

Students with a weak background in algebra and/or trigonometry should enroll in Math 133 (pre-calculus mathematics) prior to taking 150a or 155a. A score of 550 or below on the SAT – II M2 (Math 2) test is one indication of a problematic background for calculus.

Math 133 does not satisfy the math requirement for the Peabody liberal core. You should only take this class if you plan to take the Math 150ab or 155ab sequence.

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

For example, if you have earned credit for 150a (3 cr.) and also complete 155a (4 cr.), you would have 2 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, 2 credits will be removed from 155a leaving 2 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, 2 credits will be removed from 150b leaving 1 credit.

3. at Vanderbilt in one sequence and complete a course at Vanderbilt from another 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, 2 credits will be removed from 150b leaving 1 credit.

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 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 is lost (see Duplicate Credit Policies to understand which earned credits would be affected).

<table>
<thead>
<tr>
<th>First course earned</th>
<th>First course credits</th>
<th>Second course earned</th>
<th>Second course credits</th>
<th>Credit lost</th>
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<tbody>
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<td>1 140</td>
<td>4</td>
<td>150a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2 140</td>
<td>4</td>
<td>150b</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3 140</td>
<td>4</td>
<td>155a</td>
<td>4</td>
<td>3</td>
</tr>
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<td>4 150a</td>
<td>3</td>
<td>140</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5 150a</td>
<td>3</td>
<td>155a</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6 150b</td>
<td>3</td>
<td>140</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>7 150b</td>
<td>3</td>
<td>155a</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8 150b</td>
<td>3</td>
<td>155b</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9 155a</td>
<td>4</td>
<td>140</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10 155a</td>
<td>4</td>
<td>150a</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11 155a</td>
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<td>150b</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12 155b</td>
<td>4</td>
<td>150b</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>13 155b</td>
<td>4</td>
<td>170 or old 170a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>14 170</td>
<td>3</td>
<td>155B</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
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 or ENGL 120W.
- 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sat II subject Test Scores</th>
<th>Department Test Scores (DT)</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH</td>
<td>No French or 0 - 500</td>
<td>0 - 259</td>
<td>101A</td>
</tr>
<tr>
<td>SAT/DT</td>
<td>501 - 530</td>
<td>260 - 349</td>
<td>102</td>
</tr>
<tr>
<td>Proficiency</td>
<td>540/350</td>
<td>350 - 419</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>591+</td>
<td>420+</td>
<td>201W</td>
</tr>
</tbody>
</table>

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://ascs.vanderbilt.edu/perl/frlangtest.pl](http://ascs.vanderbilt.edu/perl/frlangtest.pl). You will need a valid Vanderbilt email address to use this site.

<table>
<thead>
<tr>
<th>Subject</th>
<th>No German</th>
<th>101</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERMAN</td>
<td>SAT 0 - 460</td>
<td>101 or 102*</td>
</tr>
<tr>
<td>Proficiency</td>
<td>470 - 590</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>600 - 680</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>690+</td>
<td>201, 213-214 or 221-222</td>
</tr>
</tbody>
</table>

*Consult with department before completing registration in the fall

<table>
<thead>
<tr>
<th>Subject</th>
<th>No Latin or 1 yr HS</th>
<th>101</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN</td>
<td>2 years HS</td>
<td>100*</td>
</tr>
<tr>
<td>SAT</td>
<td>480 - 520</td>
<td>102</td>
</tr>
<tr>
<td>Proficiency</td>
<td>530 - 620 (3yrs HS)</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>630+ (or 4yrs HS)</td>
<td>104 (in spring)</td>
</tr>
<tr>
<td></td>
<td>680+</td>
<td>201, 206, 215, 220</td>
</tr>
</tbody>
</table>

*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.
<table>
<thead>
<tr>
<th></th>
<th>Sat II subject Test Scores</th>
<th>Department Test Scores (DT)</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPANISH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Spanish</td>
<td>0 - 390</td>
<td>0 - 274</td>
<td>100</td>
</tr>
<tr>
<td>SAT / DT</td>
<td>400 - 510</td>
<td>275-364</td>
<td>101</td>
</tr>
<tr>
<td>Proficiency</td>
<td>520 / 365</td>
<td>365-440</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>520 - 620</td>
<td></td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>630+ (&amp; 3+yrs HS)</td>
<td>441-510</td>
<td>201W</td>
</tr>
</tbody>
</table>

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://ascs.vanderbilt.edu/perl/splangtest.pl](http://ascs.vanderbilt.edu/perl/splangtest.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

**Your Enrollment Services - YES:** Look up your Vanderbilt academic information
  - Entrance test scores
  - Transfer credit
  - Make address changes
  - Check Immunizations
  - Grades
  - Graduation requirements
  - Course schedules
  - Register for classes
  - Order transcripts
  http://yes.vanderbilt.edu/

**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/

**Final Examination Schedules:** The final examination schedule is available at:
  http://registrar.vanderbilt.edu/calendar/exams/

**Forms, Handbook Downloads, and other Registration Information:**
  http://peabody.vanderbilt.edu/admin-offices/registrar/index.php

**Global Education Office (VU Study Abroad):** Application dates for study abroad and other information on the sites and offerings.
  http://www.vanderbilt.edu/geo/

**Health Professions Advising Office:** For premed, veterinary, dental, physical therapy, pharmacy, and nursing advising
  http://www.vanderbilt.edu/hpao/

**Peabody College Web Pages**
  http://peabody.Vanderbilt.edu/
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 one’s 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 (Pre-Freshmen Credit)
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:
1) the course is regularly offered by an accredited two-year or four-year college or university,
2) if the teacher was a regular faculty member of that institution,
3) and if a majority of the students in the course were candidates for a degree at that institution.

Credit is also not generally awarded if the course received both high school and college credit. If your class falls under that criterion, please speak to the Office of Records and Registration about your situation.

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.

The question of credit for previous college work 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 preceding 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 & Registration.
If you wish to change your first major to one in A&S, Blair, or Engineering, you will need to apply as an Intra-University Transfer - http://registrar.vanderbilt.edu/intra-university-transfers/

Students must be in Peabody for 1 year, meaning you can apply to transfer from Peabody beginning in January of your second semester for the Summer or Fall term. The deadline for summer applications is typically mid-April, fall applications in mid-August, or spring applications in mid-December. Visit the IUT website for exact dates and the application.

**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 the 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.

Seniors:
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours Per Semester</th>
<th>Total Earned Hours</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>12</td>
<td>24</td>
<td>1.80</td>
</tr>
<tr>
<td>2nd year</td>
<td>12</td>
<td>48</td>
<td>1.90</td>
</tr>
<tr>
<td>3rd year</td>
<td>12</td>
<td>72</td>
<td>1.95</td>
</tr>
<tr>
<td>4th year</td>
<td>12</td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
<td>5th year</td>
<td>Complete degree</td>
<td></td>
<td>2.0</td>
</tr>
</tbody>
</table>
**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.


**AUDITING A COURSE**

Regularly enrolled Peabody College students who want to audit courses in any of the undergraduate schools of the university complete the “Request to Audit” form from the Peabody Records and Registration site (Forms to Download page). Return the completed form to 216 Peabody Administration Building where the staff will register the student for the class for Zero credit hours. No permanent record is kept of the audit. Regular students may audit one class each semester free of charge.

**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.

**DEAN’S LIST**

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

Dean’s List is applied once per semester (approximately 30 days after the end of each term) and will only be awarded retroactively in the posting of a student’s Vanderbilt (through the Global Education Office) study abroad work.

**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 agreement 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 agreement must be approved by the instructor and the department chair (or the chair’s designee).
5. The deadline for submitting the form 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 Agreement 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:

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

Students may not repeat independent study courses for grade replacement.

*PSY-PC 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. Students may elect to take no more than one course per semester pass/fail.*
4. Students must maintain registration for at least twelve 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 elect to take no more than three (3) 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 have been specifically identified by the student’s primary major as needing to be taken on a graded basis may not be taken pass/fail. By program, these courses are:

   **Human and Organizational Development:** Courses taken to satisfy the 3-hour Liberal Core Economic requirement (i.e., Econ 100, 101, 226, 266, 271, HOD 2260);
   **Child Development, Child Studies, and Cognitive Studies:** Courses taken to satisfy the 3-hour Liberal Core Statistics requirement (i.e., Econ 150, Psy-PC 2101, Psy 209).
   **Special Education:** Psy-PC 1630, Psy-PC 2310, EDUC 1020, SPED 1010, SPED 2020, SPED 2030, SPED 2060, SPED 2840.
Early Childhood Education: ENED 2030, EDUC 2550, ENED 2100, MTED 2100, PSY-PC 1630, SSED 2100.
Elementary Education: ENED 2030, EDUC 2550, 2200, MTED 2200, SCED 2200, PSY-PC 1630.
Secondary Education: PSY-PC 2320.

9. Pass/fail must be declared on the 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).
11. When a student wishes to complete a major or minor in a field in which a grade of P has been received, the registrar converts this grade to the regular grade originally earned.

*NOTE: Courses that are only offered on a p/f basis by the University (e.g., certain field-experience courses) are not counted against the number of courses that a student may voluntarily elect to take on a pass/fail basis, either within or across semesters.

Seniors who have met all other criteria may declare a course pass/fail with fewer than twelve additional 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 then 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:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HOURS</th>
<th>GPA</th>
<th>REGULAR SEMESTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>24</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>54</td>
<td>1.9</td>
<td>4</td>
</tr>
<tr>
<td>Senior</td>
<td>84</td>
<td>2.0</td>
<td>6</td>
</tr>
</tbody>
</table>

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
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:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HOURS</th>
<th>GPA</th>
<th>REGULAR SEMESTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>24</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>54</td>
<td>1.9</td>
<td>4</td>
</tr>
<tr>
<td>Senior</td>
<td>84</td>
<td>2.0</td>
<td>6</td>
</tr>
</tbody>
</table>

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.

Transfer work will NOT replace a previously earned grade from a Vanderbilt course.

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. 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.

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.

**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.

**HOD/CD/CGS/CST first majors:** Transfer courses from summer course work or non-VU semester abroad programs **MAY NOT** be used to satisfy Liberal Education Core requirements even if given a Vanderbilt course equivalency. They count as elective degree credit only.

**ECE/ELEM/SED/SPED first majors:** Transfer courses **MAY** be used to satisfy Liberal Education Core requirements with no more than one transfer course in any single Core area (ex. If you need 2 science courses in your Liberal Core, you may take 1 of them elsewhere.)

**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. Contact the Peabody Registrar’s Office if you have questions about the policies or procedures.
Frequently Asked Questions

1. Do I need to take all of the core liberal education classes?

   Yes. All Peabody students must take them. The core classes insure that you broaden your knowledge and experience different challenges and opportunities to grow.

2. There are a lot of courses to choose from in the liberal education core. Which are the ones that I really am supposed to take?

   For the most part it is truly up to you which courses you take to fulfill the liberal core requirements. In a couple of cases, there are some restrictions on the courses you need to take to fulfill a particular requirement (for example, the Human and Organizational Development program requires that you take a philosophy course as part of the humanities requirement), but otherwise, all of the options listed under each requirement are excellent options for you to choose among. In selecting which courses to take, you might sample from areas in which you are considering a second major or a minor, and you might choose courses that are simply fun or interesting to you. Fulfilling the Liberal Education requirement represents a rather unique opportunity to explore intellectual disciplines to which you otherwise might never be exposed.

3. What do I do if change want to major or add a second major/minor?

   Change of Major Forms are used when you decide which major you want to do, or which major you don’t want to do anymore. You may change your major or declare a second major or minor as early as October of your first year at VU.

   To change your major or declare a second major or minor within Peabody:
   Pick up the major change form in Registrar/Records, 216 Administration Bldg. or download it from the Peabody Registrar’s website (http://peabody.vanderbilt.edu/registrars_office/forms_for_download.xml)
   Visit department of your proposed new major to obtain a new advisor.
   Human and Organizational Development   Vicki Scalf  203D Mayborn
   Psychology and Human Development       Ally Armstead  103 Jesup
   Special Education                       Dr. Andrea Capizzi  303E MRL
   Teaching and Learning                   Dr. Catherine McTamaney  341 Wyatt
   Turn the form in to Registrar/Records, 216 Administration Bldg.

   To declare a second major/minor in the College of Arts and Science, Blair or Engineering:
   Visit their school’s Registrar to pick up the paperwork to declare a second major. The appropriate department will assign you a second major or minor advisor. If given multiple copies of the form, leave one copy of the form with the department. Bring the other to 216 Peabody Administration Bldg.

   To change your FIRST major to one in A&S, Blair or Engineering:
You will need to apply as an Intra-University Transfer. Information, deadlines, and the application is available here: http://registrar.vanderbilt.edu/intra-university-transfers/

4. I need to drop this class. When is the last day to drop?

There are different procedures and consequences for dropping courses early in the semester (during the change period) or later in the semester. Both types of situation, and their associated procedures and consequences are discussed below:

A. Dropping Classes
During the Change Period, which is approximately the first week of classes (see page 1 and 2 of this handbook) students may add a course, change sections, and drop with no entry on the record and register for Pass/Fail status. Students must access YES to drop a course. (The professor does not do it for them)

B. Withdrawal from classes
After Change Period, and extending to the end of the eighth week of classes (see pages 1 and 2 of this handbook) a course may be dropped with the consent of the instructor and the student’s advisor. Withdrawal changes must be made by the student on a Change of Course Card, which is submitted to the Registrar/Records, 216 Administration Bldg.

After the above deadlines, students may withdraw from a class only by submitting a Withdrawal Petition and obtaining administrative approval.

With any withdrawals after the initial change period, the course is still listed on the student’s transcript, but with the designation of “W” (indicating withdrawal from the course) instead of a letter grade.

5. If I withdraw from classes, are “W”s on my transcript a bad thing?

Not necessarily. If you only acquire a couple of “W”s over the course of your undergraduate career that will almost never be of any consequence. However, if you establish a pattern of frequently dropping courses after the change period, and acquire “W”s across several semesters, then people evaluating your transcripts, such as potential employers and graduate admissions committees, might start to wonder about your ability to commit. Thus, if you have to withdraw from classes once or twice over your undergraduate career, it isn’t something you need to worry about. At the same time, withdrawing from classes is not something that you want to do regularly.

6. How many credits do I need to graduate?

The minimum number of credits for a B.S. degree is 120 with all Liberal Education Core and major requirements satisfied.

7. Do I really need to show up to all classes?

Yes, you do.

8. If I am taking classes for a major and a minor can I graduate with a major and come back to complete the minor?
Unfortunately, you cannot. The major and minor must be completed before you graduate, since both apply to the same bachelor's degree.

9. My Undergraduate Handbook says a specific course is required for graduation. However, the prerequisites for that class have changed. Which prerequisites do I follow?

Always follow the prerequisites in place during the semester that you take the course, regardless of your year of entry.

10. Why do I need advising and how do I choose an advisor? If I don’t know my major or want to change it, can someone help me find one?

Advisors can help you explore your interests and can share information that will help you choose a major or minor, explore possible career paths, and help you to stay on track in your studies. See your advisor several times during your studies to check on your progress, choose classes, etc. If you wish to change your advisor, there is a form to do so in the Records and Registration Office.

11. How many pass/fail (P/F) classes can I take in my major? What classes can I take this way?

The university allows you to take up to a total of three courses on a P/F basis during your undergraduate career. Freshman may not elect to take courses pass/fail. Courses in your major or minor (even if they don’t count toward a specific requirement) MAY NOT be taken pass/fail. See the academic policy section of this handbook for a full description of the pass/fail policy.

12. If I take a second major in the college of Arts and Sciences, do I need to complete the AXLE requirements in addition to the Peabody Liberal Core courses?

No. In order to complete a second major in the College of Arts and Sciences (A&S) as a Peabody student, all you need to do is to complete the core requirements (and any prerequisites) listed for that major (usually between 27 and 36 hours). AXLE is the liberal education requirement for A&S students. As a Peabody student taking a second major in A&S you are still a Peabody student, and therefore you need to complete only the Peabody liberal core requirements (LEC) for your first Peabody major.

13. Can I study abroad and get credit for VU courses?

Yes, there are a number of VU Abroad programs which allow you to take courses and earn residence credits that apply directly to your LEC or major. For more information contact the Vanderbilt Global Education Office in the Student Life Center, Suite 115; telephone 615-343-3139; or on the Web at: http://www.vanderbilt.edu/geo/

If you wish to participate in a non-Vanderbilt program, please see the “Semester Abroad” section of this handbook or visit the Peabody Records and Registration Office, 216 Peabody Administration for the forms and explanation of the process/policies.

We do not make suggestions or recommendations regarding non-Vanderbilt programs. You will need to find a program on your own.

14. What if I don’t agree with the final grade I get in a class?
Meet with the relevant professor during office hours to review the grade. She or he has final say about your grade. If there is a grade error, a Change of Grade Petition is completed by the professor and it is submitted to the Peabody Registrar, 216 Administration Bldg.

15. Why was I placed on probation? What will happen next?

Students placed on academic probation will be notified by letter from the Dean explaining this status and what action is necessary to remove the probation.

16. How do I calculate my GPA?

Calculate the GPA by finding the grade points for each grade obtained in a course, then multiply that number by the number of credits for the course (i.e., An A- is 3.7 grade points x 3 credits = 11.1 grade points.) Do this for each course taken, then add all the grade points and all the credits, and divide the grade points by the credits. This is the GPA.

Use the information below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>1.7</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D+</td>
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<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F &amp; CR/NC</td>
<td>0.0</td>
</tr>
</tbody>
</table>

17. Do I really have to meet all the prerequisites for a class?

Almost always, Yes. Meeting prerequisites insure that students have the necessary background knowledge for the course and that they are prepared to study the subject. Professors will assume that all students have completed the prerequisites. If, as is sometimes the case, you believe that you have the requisite knowledge to take a class without having met the formal prerequisites, meet with the course instructor to discuss your situation. The professor can give you a clear sense of his/her expectations for the class, and can help you gauge whether or not you are really ready to take the class.

The YES registration system will NOT allow you to register for a class with a state prerequisite if you have not previously taken that class.

18. What is repeat credit? How do I take a class again to improve my grade? Will repeating a class keep from getting a job or into graduate school?

You may repeat any course but only the last attempt will be factored into your earned hours/GPA. The original grade will appear on your transcript but no longer factor.

You may not take a course at another college/university and replace your Vanderbilt grade. All repeat credit must be taken at Vanderbilt.

19. I am a pre-med/nursing/etc. student. Where do I go for help on medical or nursing school requirements?

Vanderbilt has a Health Professions Advising Office that will help guide you on what requirements you need for a variety of careers and graduate study.

http://www.vanderbilt.edu/hpao/index_premed_advising.php
Human and Organizational Development
THE HUMAN AND ORGANIZATIONAL DEVELOPMENT PROGRAM

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

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

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

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

The core curriculum is designed to help students:

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

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

3. Understand theories of organizations and apply them to the solution of organizational problems;

4. Apply quantitative and qualitative methods of systematic inquiry and analysis;

5. Understand basic economics including monetary and fiscal theory;

6. Understand public policy processes and the factors that influence policy making;

7. Understand the ethical dimensions of personal and organizational decisions and apply this understanding to analyze social issues and make professional and personal decisions;

8. Develop enhanced skills of synthesis including the ability to integrate ideas from various sources, to appreciate diversity, and to design innovative programs;
In addition, the program helps students develop the following skills:

1. Written communication - with emphasis on developing a clear, concise, expository style and mastering the practical forms used in professional situations;

2. Oral presentation – with emphasis on making informative and persuasive presentations with the effective use of technology and media;

3. Analytic thinking - with emphasis on applying analysis, creative thinking, and the skills of systems thinking to the recognition, definition, and solution of personal, professional, organizational, and social problems;

4. Interpersonal communication - with emphasis on inquiry, advocacy, and conflict resolution skills;

5. Leadership - with emphasis on motivating others, managing talent, and teamwork.

HOD Honors Program

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

Application:  Students may apply for the honors program at any time from the second semester of their sophomore year to the second semester of their junior year. The application must be signed by the faculty member with whom the student will work, and will outline the nature of the research project, which will ordinarily be an extension of the faculty member’s ongoing research. Students must have completed HOD 1000, HOD 1100, HOD 1200, HOD 1700, and statistics (PSY-PC 2101, Psy 209, or Econ 150) and have an overall GPA of at least 3.6, across all classes, as of the end of the term in which they apply. This GPA must be maintained to graduate with honors. Applications will be evaluated by the Honors Committee, who will decide on admission, taking into consideration the numbers of applicants.

Requirements:  Upon admission students will complete two semesters of honors seminar (for six hours of credit), which can substitute for advanced electives in any track. In the course, they will learn advanced research methods. In addition to the honors seminar, the student will work with the faculty sponsor on research for approximately ten hours per week. Students must complete an empirical honors thesis that is approved by two readers, and publically present this work (at the time of internship presentations). Honors theses should be no longer than 30 double-spaced pages, including title page, abstract, and references, and should be in APA format. Students are additionally encouraged to attend departmental colloquia.

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

The curriculum in HOD includes a set of core courses, liberal education courses, track courses, and the internship experience (which is taken for either 12 credit hours in the summer or 15 credit hours during the fall or spring semesters).

HOD CORE COURSES

- 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 Management and Organizational Fit (3)
- HOD 1700, Systematic Inquiry (3)
- HOD 1800, Public Policy (3)

LIBERAL EDUCATION COURSES

- PSY-PC 1630, Developmental Psychology* (3)
- Economics (3 hours): ECON 100, 101, HOD 2260
- Calculus (3 hours): MATH 140, 150A, 150B, 155A, 155B
- Statistics (3 hours): PSY-PC 2101, ECON 150, OR PSY 209
- Philosophy (3 hours): PHIL 105 (recommended) or any other philosophy course
- Communications (6 hours): see liberal education course options
- Humanities (6 hours): see liberal education course options
- Natural Science (7 hours): see liberal education course options (must include one lab science)
- Social Science (6 or 9 hours if PSY-PC 1630 Developmental Psychology is not taken): see liberal education course options

TRACK COURSES

Students take 15 hours of coursework related to one of five tracks described on the following pages.

INTERNSHIP

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

* Not required for students who transfer into the HOD major
# Human and Organizational Development

## Suggested Schedule Plan for Entering Freshmen

### Fall 2013

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3-4</td>
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<td>3-6</td>
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<td>3</td>
<td>1</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>3 or 3</td>
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<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Sophomore Year** | |
| **Fall** | **Spring** | **Courses** |
| 3 or 3 | 3 | HOD 1200 Understanding Organization |
| 3 or 3 | 3 | HOD 1400 Talent Management and Organizational Fit |
| 3 | 3 | HOD 1700 Systematic Inquiry |
| 3 | 3 | HOD 1800 Public Policy |
| 3 or 3 | 3 | HOD 2260 Economics of Human Resources OR ECON 100 Principles of Macroeconomics |
| 6 | 3 | Liberal Education Core/Electives |
| **Total** | | **Total** |

| **Junior Year** | |
| **Fall** | **Spring** | **Courses** |
| 3 or 3 | 3 | HOD 2000 Practicum (optional) |
| 3 | 6 | Track Courses |
| 6-9 | 3-6 | Liberal Education Core/Electives |
| 15-18 | 15-18 | **Total** |

| **Senior Year** | |
| **Fall** | **Spring** | **Courses** |
| 15 or 15 | | Internship |
| | | HOD 2900 Internship |
| | | HOD 2910 Advanced Seminar |
| | | HOD 2920 Theoretical Application |
| | | HOD 2930 Senior Project |
| 3 or 3 | 15-18 | HOD 2960 Senior Thesis (optional) |
| 15-18 | 15-18 | Track Courses/Electives |
| 15-18 | 15-18 | **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 101 or 115F section 1, 2, or 3; or a major in Child Development, Child Studies, or Cognitive Studies. Prerequisite for ECON 150 is Math 140, 150a, or 155a.
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
- Education 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 Center for Community 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 requires 3 of the following 5 courses:

- HOD 2280, Ethics for Human Development Professionals
- 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

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).

**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 requires 3 of the following 5 courses:

- HOD 2500, Introduction to Human Services
- HOD 2505, Introduction to Counseling
- HOD 2510, Health Service Delivery to Diverse Populations
- HOD 2525, Introduction to Health Services
- HOD 2535, Introduction to Health Policy

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).

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 2470, Effectiveness in International For-Profit Organizations
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).

**Leadership and Organizational Effectiveness**

The Leadership and Organizational Effectiveness (LOE) track focuses on developing knowledge and skills to enhance the performance of individuals, groups, and organizations. Many of the students in this track are preparing for leadership or consulting roles in the public, private, and nonprofit sectors. Within Peabody College, this track is intellectually and professionally connected to the graduate programs of 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 2715 Analyzing Organizational Effectiveness
- HOD 2730 Introduction to Human Resource Development
- HOD 2740 Human Resource Management
- HOD 2745 Evidence-based Practice in Organizations
- 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).

**Education Policy**

The Education Policy (EP) track will provide students with a scholarly and applied understanding of public policy, with an explicit focus on educational policy. The EP track will provide the content knowledge, methods, and analytical skills to enable students to situate educational policymaking in a broader social, political, and economic context. Graduates will be prepared for a variety of careers in learning organizations and in government; in the nonprofit sector; in advocacy groups; and in research and consulting firms. The EP track will also provide graduates with excellent training for either professional or graduate study in public policy, in education, or in a related social science field. This track is closely connected to the fifth-year master in Education Policy.

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

- HOD 2800, Education Policy Analysis Methods
- HOD 2810, Education and Public Policy
- HOD 2820, Introduction to Public Finance of Education

In addition, EP 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).
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:

<table>
<thead>
<tr>
<th>Child Studies</th>
<th>Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Administration</td>
<td>Teacher Licensure programs in Elementary,</td>
</tr>
<tr>
<td>Leadership and Organizational Performance</td>
<td>Secondary, or Special Education</td>
</tr>
<tr>
<td>Behavior Analysis</td>
<td></td>
</tr>
</tbody>
</table>

The HOD Capstone Internship

The HOD Internship is the culminating event in the students' undergraduate experience. This graduation requirement is a 32 hour a week, semester long organizational experience completed in the senior or second semester junior year. However, the purpose of HOD Internship is academic, not vocational. This experience is designed to allow students an opportunity to apply and strengthen the core competencies of the HOD degree 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 students take theories, concepts, techniques and tools from earlier coursework and apply them in a “real-world” experience. While the weekly seminar is only 3 hours, students are enrolled in 4 courses, earning 15 credit hours for the HOD Internship experience (12 hours for the summer semester). The academic credit earned is awarded for the coursework that accompanies the internship and each course has specific learning objectives and requirements:

- **HOD 2900, Internship in Human and Organizational Development**: 6 credit hours fall/spring; 3 credit hours summer
  This includes the credit awarded for onsite internship performance and is pass/fail credit

- **HOD 2910, Advanced Internship Seminar**: 3 credit hours - graded
  This course assesses 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.

- **HOD 2920, Theoretical Applications**: 3 credit hours - graded
  This course assesses ability to demonstrate the competencies associated with the analysis portion of the organizational development/action research process.

- **HOD 2930, Senior Project**: 3 credit hours - graded
  This course assesses students’ ability to demonstrate the problem solving and project management competencies associated with the organizational development/action research process.
The HOD Internship can be performed in one of the six cities in which we have established formal programs: Nashville, Chicago, New York, Washington D.C., San Francisco, and London, England. The HOD Department retains adjunct faculty in these cities who conduct the weekly seminar.

The HOD Internship Office is a resource available to help students maximize the learning potential of this exciting aspect of the HOD Degree. The HOD Internship Office maintains a diverse database that identifies pre-approved internship opportunities in numerous fields to allow students to pursue their vocational interests and academic goals. The Internship Office faculty and staff will provide guidance and counseling for students in their internship search. However, the internship search process mirrors the job search process and students choose their own internships. Students are not placed by the HOD Internship Office. All cities listed offer quality internship opportunities that will synthesize the students’ undergraduate learning and prepare them for their future endeavors.

Students will receive additional information about the HOD Internship throughout their HOD experience. Additional information can be found on the HOD Internship webpage at http://peabody.vanderbilt.edu/departments/hod/hod-undergraduate-program/internship_program/index.php.
Liberal Education Core Requirements
For Human and Organizational Development Major
(Minimum 40 Credit Hours)
2013-2014

Communications (6 hours):

Communications Studies: All CMST courses count (except CMST 289 and up)
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, 211, 212, 241, 242, 251, 252
Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
Computer Science: CS 151
English (the same course may not count for both Communications & Humanities): ENGL 102W, 104W, 105W, 115F, 116W, 117W, 118W, 208A & 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 298A 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, 253W
Latin: LAT 102 and up (except LAT 289)
Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 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 107 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, 201-204, 232
Women’s and Gender Studies: WGS 150, 271

Mathematics (6 hours):
Statistics (3 hours):
Economics: ECON 150
Psychology: PSY 209, PSY-PC 2101
Mathematics (3 hours):
Mathematics: 140, 150A, 150B, 155A, 155B
Natural Science (7 hours):

One lab science (4 or 5 hours) from:

Astronomy: ASTR 102 & 103

Biological Science: BSCI 100 & 101A OR 101B, 105, 110A & 111A, 110B & 111B OR 111C, 118, 218, 219


Earth and Environmental Sciences: EES 101 & 111, 103 & 113, 225

Nursing: NURS 150, 210A, 210B


And one of the following 3 hours:

Astronomy: ASTR 102, 201, 203, 205

Biological Science: BSCI 110A, 110B

Chemistry: CHEM 101A

Earth and Environmental Sciences: EES 101, 103, 107, 108, 114

Neuroscience: NSC 201

Nursing: NURS 231A and NURS 231B

Physics: PHYS 110, 113A, 113B, 116A, 116B

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, 226, 266, 271, HOD 2260

Note: ECON 115F does not count in this area

Other Social Science Courses (6 hours);

African American and Diaspora Studies: AADS 101, 221, 230
American Studies: AMER 100, 100W
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, 293ABC and up)
History of Art: HART 255, 256
Human and Organizational Development: HOD 2280, 2670
Jewish Studies: JS 156
Music Literature/History: MUSL 147, 160, 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-PC 2101, 2102, 2970 & up)
Sociology: All regular Sociology courses (except 280A and up)
Women’s and Gender Studies: WGS 226, 240, 243, 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.

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.

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 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. Writing-intensive courses either have a “W” after the course number (A&S, Blair or Engineering) or end with the digit “7” (Peabody courses). In addition, before graduation all students must successfully complete a second writing-intensive course at the 100 or 200 level.

**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 Program of Studies Checklist**  
For Students Entering Vanderbilt Summer 2013 and Fall 2013

**Liberal Education Core**  
40 hours minimum  
Check the Liberal Education Core Sheet or website for a complete list of course options

<table>
<thead>
<tr>
<th>Communications (6 hours)</th>
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<tbody>
<tr>
<td>________________________________</td>
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</tbody>
</table>

| Philosophy (3 hours)               |
|__________________________________|
| PHIL 105 is recommended            |
| ________________________________  |

<table>
<thead>
<tr>
<th>Humanities (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must include at least one non-philosophy course</td>
</tr>
<tr>
<td>________________________________</td>
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</tbody>
</table>

| English 100 (3 hours)               |
|__________________________________|
| Credit toward the degree but not the Liberal Core |
| ________________________________  |

<table>
<thead>
<tr>
<th>Writing Requirement – 2 “W” courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP and IB credit will not count towards the writing requirement</td>
</tr>
<tr>
<td>________________________________</td>
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</table>

| Statistics (3 hours)               |
|__________________________________|
| ________________________________  |

| Mathematics (3 hours)              |
|__________________________________|
| ________________________________  |

<table>
<thead>
<tr>
<th>Natural Sciences (7 hours)</th>
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<tbody>
<tr>
<td>Must include at least one lab science</td>
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<tr>
<td>________________________________</td>
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</table>

| Economics (3 hours)                 |
|__________________________________|
| ________________________________  |

<table>
<thead>
<tr>
<th>Social Science (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must include at least 1 non-economics course</td>
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<tr>
<td>________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of Science Professional Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Hours</td>
</tr>
</tbody>
</table>

| PSY-PC 1630, 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

<table>
<thead>
<tr>
<th>Internship (12 hours if taken in summer; 15 hours if taken in fall or spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__HOD 2900, Internship (3 – 6)</td>
</tr>
<tr>
<td>__HOD 2910, Advanced Seminar (3)</td>
</tr>
<tr>
<td>__HOD 2920, Theoretical Application (3)</td>
</tr>
<tr>
<td>__HOD 2930, Senior Project (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 hours of Track Courses</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>In addition to fulfilling these requirements, you must earn a minimum of 120 hours to graduate.</th>
</tr>
</thead>
</table>


2013 – 2014 Human and Organizational Development Track Requirements
(Subject to Change)

Community Leadership and Development Track [15 hours]
The nine-hour CLD track core requires 3 of the following 5 courses:
___ HOD 2280 Ethics for Human Development Professionals
___ 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

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 requires 3 of the following 5 courses:
___ HOD 2500 Introduction to Human Services
___ HOD 2505 Introduction to Counseling
___ HOD 2510 Health Service Delivery to Diverse Populations
___ HOD 2525 Introduction to Health Services
___ HOD 2535 Introduction to Health Policy

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
___ HOD 2410 Leadership and Change in International Organizations
___ HOD 2420 International Organizations and Economic Development
___ HOD 2430 Education and Economic Development
___ HOD 2470 Effectiveness in International For-Profit Organizations

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
___ HOD 2720 Advanced Organizational Theory

1 course chosen from the following 5 options:
___ HOD 2715 Analyzing Organizational Effectiveness
___ HOD 2730 Introduction to Human Resource Development
___ HOD 2740 Human Resource Management
___ HOD 2745 Evidence-based Practice in Organizations
___ HOD 2750 Managing Organizational 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]

Education Policy Track [15 hours]
The nine-hour EP track core has the following required courses:
___ HOD 2800 Education Policy Analysis Methods
___ HOD 2810 Education and Public Policy
___ HOD 2820 Introduction to Public Finance of Education

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

**One of the following epoch courses:**
- PSY-PC 2250, Infancy (3)
- PSY-PC 2320, Adolescent Development (3)

**Methods courses (6 hours)**
- HOD 1700 Systematic Inquiry (3)
- One of the following:
  - PSY-PC 2510, Experimental Research Methods in Child Development (3)
  - PSY-PC 2530, Psychometric Methods (3)
  - PSY-PC 2980 / 2990, Directed Research (3)
  - PSY 208, Principles of Experimental Design (3)

**Elective Area with the Major (minimum 9 hours required)**
- PSY-PC
- PSY-PC
- PSY-PC

Child Studies (36 hours)

**Developmental Courses (9 hours)**
- PSY-PC 1630 Developmental Psychology
- PSY-PC 1500 Cognitive Aspects of HD
- PSY-PC 1750 Social & Personality Development
- PSY-PC 2250 Infancy
- PSY-PC 2320 Adolescent Development

**Language and Literacy (6 hours)**
- EDUC 2115 Language & Literacy Young Child
- PSY-PC 2000 Psychology and Language
- SPED 2030 Intro Lang. & Communication

**Families, Community, & Diversity (6 hrs.)**
- EDUC 1020 Society, School, and the Teacher
- EDUC 2060/SPED 2060 Diversity in Education
- 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-PC 2470 Community Psychology*
- SPED 1010 Introduction to Exceptionality

**Research Methods (3 hours)**
- HOD 1700 Systematic Inquiry*

Learning (3 hours)
- MTED 2100/2200 Mathematics ECE/ELEM
- SCED 2200/SSED 2100 Science ECE/ELEM
- PSY-PC 2310 Educational Psychology
- SPED 2110 Managing Academic & Social Behavior
- SPED 2420 Functional Assessment Strategies

**Electives in Child Studies (9 hours)**
- PSY-PC 1150 Freshman Seminar (Topic Varies)
- PSY-PC 2100 Advanced Topical Seminar (May be repeated provided no duplication of content intended for students with JR or SR class standing)
- PSY-PC 2700 Introduction to Clinical Psychology
- PSY-PC 2970, 2980, or 2990 (6 hours only)

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

*Take one of the following:*
- PSY-PC 2510 Experimental Methods
- PSY 208 Principles of Experimental Design

### Elective Courses within the Major (15 hours)
- NSC 201 Neuroscience
- PSY-PC 1150 or 1157 Freshman Seminars (Topic Varies)
- PSY-PC 1500 Cognitive Aspects of Human Development
- PSY-PC 1700 Social & Emotional Context of Cognition
- PSY-PC 1750 Social & Personality Development
- PSY-PC 2000 Psychology and Language
- PSY-PC 2100 Advanced Topical Seminar

(May be repeated provided no duplication of content: intended for students with JR or SR class standing)
- PSY-PC 2310 Educational Psychology
- PSY-PC 2530, Psychology of Film
- PSY-PC 2560 Health Psychology
- PSY-PC 2700 Introduction to Clinical Psychology
- PSY-PC 2970, 2980, or 2990 (6 hours only)
- SPED 2030 Intro Language & and Communication

### Methods of Inquiry (3 hours in addition to HOD 1700)
May be used to satisfy an appropriate area o 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)
- HOD 2620 Action Research and Program Evaluation
- PHIL 102 General Logic
- PHIL 202 Formal Logic and its Applications
- PHIL 244 Philosophy and the Natural Sciences
- PSY-PC 2102 Statistical Analysis
- PSY-PC 2530 Psychometric Methods
- PSY-PC 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 in the fall and spring semesters 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:

**Fall**
- NURS 215 Foundations of Professional Nursing Role Development I 2
- NURS 220 Principles of Client-Centered Care 1
- NURS 225 Enhancement of Community and Population Health I 2
- NURS 235 Human Experience of Health & Illness Across the Lifespan I 4
- NURS 245 Fundamentals for Clinical Practice 5
- NURS 255A Pharmacology for Nursing Care I 2  
  16

**Spring**
- NURS 216 Foundations of Professional Nursing Role Development II 2
- NURS 226 Enhancement of Community and Population Health II 2
- NURS 236 Human Experience of Health & Illness Across the Lifespan II 5
- NURS 246 Integration of Theoretical & Clinical Aspects Nursing 4
- NURS 255B Pharmacology for Nursing Care II 2  
  15
Psychology and Human Development

Majors:
   Child Development
   Child Studies
   Cognitive Studies
Child Development
CHILD DEVELOPMENT
Department of Psychology and Human Development

INTRODUCTION

The child development major is designed for students who wish to study children (infancy through adolescence) and the major family, cultural, peer, school, and neighborhood contexts in which they live. The major is designed to provide a strong background in the social and behavioral sciences related to child development, a focused understanding of the scientific study of children and the contexts in which they develop, and opportunities for supervised and independent research on aspects of child development in ways that enable students to link theories and prior research to research design and data on children’s development.

The major is excellent preparation for graduate study in selected social science and professional fields (e.g., psychology, medicine, nursing, education, public policy) and offers an excellent complementary (or second) major for undergraduate students simultaneously pursuing a major in cognitive studies, elementary education, human and organizational development, psychology, or special education.

The child development curriculum is designed to ensure that students develop a background in the liberal arts and sciences; a clear understanding of the theories, major research findings, and research methods central to the field of child development; and an area of focus or expertise in child development. Development of background in the liberal arts & sciences occurs within the context of the Liberal Education Core, composed of required and elective courses in communications, humanities, mathematics, natural sciences, and social sciences. A clear understanding of theory and research central to the field is developed through the major core courses. These include an overview of child development, courses focused on the domains of psychological processes central to human development (cognition; social and personality development), courses related to major epoch of child development (infancy and adolescence), and courses devoted to the major research methodologies in the field (experimental, observational, psychometric). Students select an area of concentration (major elective area) to complement their knowledge of the field as a whole.
Liberal Education Core Requirements
For Child Development Major
(Minimum 40 Credit Hours)
2013-2014

Communications (6 hours):

Communications Studies: All CMST courses count (except CMST 289 and up)
Theatre: THTR 100, 115F

Humanities (9 hours and two fields required) to include:
(the same course may not count for both Communications and Humanities)

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, 211, 212, 241, 242, 251, 252
  Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
  Computer Science: CS 151
  English: 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, 253W
  Latin: LAT 102 and up (except LAT 289)
  Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 171, 289 & up)
  Portuguese: PORT 102 and up (except 225, 289 and 294)
  Religious Studies: RLST 107 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, 201-204, 232
  Women's and Gender Studies: WGS 150, 271

Mathematics (6 hours):

Statistics (3 hours):
  Economics: ECON 150
  Psychology: (A&S) PSY 209, (Peabody) PSY-PC 2101

Mathematics (3 hours):
  One from:
  Mathematics: 140, 150A, 150B, 155A, 155B
  Computer Science: CS 212
  Psychology: PSY-PC 2102
Natural Science (7 hours):
(One Biological Sciences or Nursing Course is required)

One lab science (4 or 5 hours) from:
- **Astronomy**: ASTR 102 & 103
- **Biological Science**: BSCI 100 & 101A, 105, 110A & 111A, 110B & 111B OR 111C, 118, 218, 219
- **Chemistry**: CHEM 101A & 100A, 101B & 100B, 102A & 104A, 102B & 104B
- **Earth and Environmental Sciences**: EES 101 & 111, 103 & 113, 225
- **Nursing**: NURS 150, 210A, 210B

And one of the following 3 hours:
- **Astronomy**: ASTR 102, 201, 203, 205
- **Biological Science**: BSCI 110A, 110B
- **Chemistry**: CHEM 101A
- **Earth and Environmental Sciences**: EES 101, 103, 107, 114
- **Neuroscience**: NSC 201
- **Nursing**: NURS 231A and NURS 231B
- **Physics**: PHYS 110, 113A, 113B, 116A, 116B

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

Cultural Studies (3 hours) one course from the following:
- **African American and Diaspora Studies**: AADS 101, 110, 120, 200, 201, 210, 215, 221, 230, 260
- **American Studies**: AMER 100, 100W
- **Anthropology**: ANTH 101, 103, 206, 207, 210, 214, 220, 222, 223, 226, 232, 246-249, 260, 262 - 267
- **Asian Studies**: ASIA 211, 212, 240
- **Chinese**: CHIN 251, 252
- **Classical Studies**: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
- **Communication Studies**: CMST 223, 224, 235
- **Earth & Environmental Sciences**: EES 205
- **Economics**: ECON 224, 267, 288
- **Education**: EDUC 2060
- **English**: ENGL 118W, 246, 260, 263, 265, 267, 268A, 268B, 271, 275, 277, 279, 279W, 282
- **European Studies**: EUS 201
- **Film Studies**: FILM 211
- **French**: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
- **German**: GER 172, 201W, 216, 221, 222, 235, 237, 241, 270, 271, 273, 274, 275
- **Greek**: GRK 212
- **History of Art**: HART 120, 222, 238, 241, 242, 251, 252, 253, 256
- **Human and Organizational Development**: HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
- **Italian**: ITA 230
- **Jewish Studies**: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255
- **Latin**: LAT 206, 215
- **Latin American Studies**: LAS 201, 260
- **Medicine, Health and Society**: MHS 201
- **Music Literature**: MUSL 103, 148, 149, 151, 152, 160, 171, 183, 200, 201, 250, 251, 262, 264
- **Philosophy**: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
- **Political Science**: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
- **Portuguese**: PORT 225
- **Psychology**: Peabody – PSY-PC 2230
- **Religious Studies**: RLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 256
- **Russian**: RUSS 171, 172, 231, 232, 234
- **Sociology**: SOC 101 - 104, 218, 224, 227 - 230, 234, 237, 239, 246, 248, 249 - 251, 254 - 257, 268, 272, 277, 279
- **Spanish**: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
- **Special Education**: SPED 2060
- **Theatre**: THTR 216
- **Women's and Gender Studies**: WGS 150, 201, 212, 226, 240, 243, 267 - 272
Social Science (6 hours and two fields required) to include:
(3 of the 6 hours must be from a subject area other than the Cultural Studies selection)

- African American and Diaspora Studies: AADS 101, 221, 230
- American Studies: AMER 100, 100W
- Anthropology: All regular Anthropology courses (except 288A and up)
- Classical Studies: CLAS 207-209, 212, 213
- Economics: ECON 100, 101, 226, 266, 271
- History: All regular History courses (except 169, 293ABC and up)
- History of Art: HART 255, 256
- Human and Organizational Development: HOD 2280, 2670
- Jewish Studies: JS 156
- Music Literature/History: MUSL 147, 160, 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-PC 2101, 2102, 2820, 2970 & up)
- Sociology: All regular Sociology courses (except 280A and up)
- Women's and Gender Studies: WGS 226, 240, 243, 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.

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.

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 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. Writing-intensive courses either have a “W” after the course number (A&S, Blair or Engineering) or end with the digit “7” (Peabody courses). In addition, before graduation all students must successfully complete a second writing-intensive course at the 100 or 200 level.

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.
# Child Development (CD) Major

## Degree Progression Checklist

**Liberal Education Core (40 hours):**

**Communications (6 hours)**

- [ ] ____________
- [ ] ____________

**Humanities (9 hours)**

- Philosophy: ____________
- Other: ____________

**Mathematics (6 hours)**

- Statistics: ____________
- Other: ____________

**Natural Science (7 hours)**

- Lab Sci: ____________
- Other: ____________

**Cultural Studies (3 hours)**

- ____________

**Social Science (6 hours)**

- ____________
- ____________
- ____________

**Electives (3 hours)**

- ____________

**Writing Requirement (6 hours)**

- ____________
- ____________

**Other Electives/Second Major (50 hours minimum)**

- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

**CD Major (30 hours):**

**Major Core (21 hours)**

- PSY-PC 1630 Developmental Psychology
- PSY-PC 1500 Cog. Aspects of Human Devl
- PSY-PC 1750 Social & Personality Devl
- PSY-PC 2102 Statistical Analysis

**Take one of the following:**

- PSY-PC 2250 Infancy
- PSY-PC 2320 Adolescent Development

**Take two of the following:**

- PSY-PC 2510 Experimental Methods
- PSY 208 Principles of Experimental Design
- PSY-PC 2530 Psychometric Methods
- PSY-PC 2980 or PSY-PC 2990 or PSY 295-296 (3 hours only)

**Elective Area within the Major (9 hours)**

Select a minimum of three courses. Any course in the Peabody or A&S Psychology Departments that is not being used to meet another psychology requirement may be used as an elective.

- Except for (except PSY/PSY-PC 101, 120/1207, and 2820)
- EDUC 2120 Children in Families and Schools
- EDUC 2140 Curriculum Program: Age 3 – K
- ENED 2030 Fostering Language in Classrooms
- ENED 2100 Literature & Drama Young Child
- ENED 2200 Exploring Literature for Children
- NSC 201 Neuroscience
- NSC 269 Developmental Neuroscience
- Phil 246 Philosophy of Language
- PSY-PC 2100 Advanced Topical Seminar (May be repeated provided no duplication of content: intended for students beyond the first year)
- PSY-PC 2690 Special Topic Seminars (May be repeated provided there is no duplication of content: intended for students beyond the first year)
- PSY-PC 2700 Intro to Clinical Psychology
- PSY-PC 2890/HOD 2280 Ethical Issues Health Services Prof.
- PSY-PC 2970, 2980, or 2990 or PSY 295-296 (6 hours only)
- SPED 2020 Family Interventions
- SPED 2030 Intro Lang. & Communication
- SPED 2400 Early Ed for Child with Disabilities.
- SPED 2420 Funct. Assessment Strategies

---

Note: 120 hours minimum and a 2.0 cumulative grade point average are required to graduate with all Liberal Core and Major requirements satisfied.
POTENTIAL PEABODY SECOND MAJORS
(Note: Due to overlapping courses, Child Studies cannot be a second major for Child Development)

Cognitive Studies (15 unique hours required above PSY-PC courses used for CD major requirements)

Required Core (9 hours)
- PSY-PC 1200 Minds, Brains, Context, and Culture
- PSY-PC 1600 Psychology of Thinking
- PSY-PC 2100 Advanced Seminar

Electives -- See the Cognitive Studies section for a full listing of electives
- PSY-PC 1700 Social and Emotional Context of Cognition
- PSY-PC 2000 Psychology and Language
- PSY-PC 2100 Advanced Seminar (different than Core selection)
- PSY-PC 2980 Directed Research
- SPED 2030 Introduction to Language and Communication

Human & Organizational Development (40-43 hours)

Professional Core (13 hours)
- HOD 1100 Small Group Behavior
- HOD 1200 Understanding Organizations
- HOD 1400 Talent Management & Organizational Fit
- HOD 1800 Public Policy

Internship (12 - 15 hours)
- HOD 2900 Internship
- HOD 2910 Adv. Internship Seminar
- HOD 2920 Theoretical Applications
- HOD 2930 Senior Project

H&OD Track (15 Hours)*
- Community Leadership & Development
- International Leadership & Development
- Health and Human Services
- Leadership & Organizational Effectiveness
- Public Policy

*See the Human and Organizational Development Undergraduate major for Track Core courses and Track electives.

Five Year Child Development/Nursing Program

Required Science Courses:  
- *NURS 150
- *NURS 210A
- *NURS 210B
- *NURS 231A

*may be used in Liberal core)

*Required Nursing Courses:
- NURS 215
- NURS 225
- NURS 235
- NURS 245
- NURS 255
- NURS 216
- NURS 226
- NURS 236
- NURS 246
- NURS 256

*Admission to the School of Nursing is required
## Child Development Major

### Suggested Schedule Plan

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>Hours</th>
<th>SPRING</th>
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</tr>
<tr>
<td>PSY-PC 1630</td>
<td>3</td>
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<td>PSY-PC 1630 (if not in Fall)</td>
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<tr>
<td>PSY-PC 1150/1157 (or in Spring)</td>
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<tr>
<td>PSY-PC 2101 (or in Sophomore year)</td>
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<td>PSY-PC 2102 (or in Sophomore year)</td>
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<td><strong>Sophomore Year</strong></td>
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<tr>
<td>PSY-PC 1750</td>
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<td>PSY-PC 1500</td>
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</tr>
<tr>
<td>PSY-PC 2101 (if not taken in first year)</td>
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<td>PSY-PC 2102 (if not taken first year)</td>
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<tr>
<td>PSY-PC 2250 or 2320 (or in spring)</td>
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<td>Liberal Education courses/ Second major courses</td>
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<td><strong>Junior Year</strong></td>
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<td>One CD methods course (PSY-PC 2510/208, 2530 or 2980)</td>
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<td>One CD methods course (PSY-PC 2510/208, 2530 or 2980)</td>
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<td>Second major courses/ Electives</td>
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<td><strong>Senior Year</strong></td>
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THE HONORS PROGRAM IN CHILD DEVELOPMENT

The Honors Program in Child Development offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in Child Development are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and a 3.2 in Child Development courses. Students who are accepted, complete the program successfully, and have a final grade point average of at least 3.2 will receive either Honors or Highest Honors in Child Development. Successful participation in the program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from Professor Megan Saylor, Coordinator of the Psychology Honors Program for the Department of Psychology and Human Development.
THE FIVE-YEAR CHILD DEVELOPMENT/NURSING PROGRAM

(3.5 year / 1.5 year)

The Five-year Child Development/Nursing Program combines the undergraduate major degree in Child Development with the requirements of the Master of Science in Nursing program in the School of Nursing. The prerequisites for admission to the Five-year Child Development/Nursing program are completed within the first three years of the undergraduate program; these include all requirements of the Child Development major and all prerequisites for admission to the Master of Science in Nursing (MSN) program.

Application to the MSN program in Nursing is made by December 1 of the student’s junior year, and admissions decisions are made during the spring semester that follows. If admitted to the program, the student takes all senior year courses in the School of Nursing.

The Bachelor of Science degree in Child Development is awarded after the completion of the senior year (and a minimum of 120 credit hours). The student continues in the Nursing program during the summer immediately following graduation, and continues through the fifth year as a student in the School of Nursing. The Master of Science in Nursing is awarded upon completion of all Nursing program requirements, usually at the end of the fifth year of study.

SAMPLE CURRICULUM PLAN: CHILD DEVELOPMENT MAJOR/NURSING

<table>
<thead>
<tr>
<th>Freshman year</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PSY-PC 1630 Child Development</td>
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<tr>
<td>PSY-PC 1500 Cognitive Aspects of Human Development</td>
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<tr>
<td>PSY-PC 1750 Social &amp; Personality Development</td>
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<th>Sophomore year</th>
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<tr>
<td>PSY-PC 2101 Introduction to Statistical Analysis*</td>
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<tr>
<td>PSY-PC 2102 Statistical Analysis</td>
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<tr>
<td>Nursing 150 Microbiology**</td>
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<tr>
<td>PSY-PC 2250 Infancy</td>
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<td>PSY-PC 2320 Adolescent Development</td>
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<tr>
<td>PSY-PC 2510 Experimental Methods</td>
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<tr>
<td>PSY 208 Principles of Experimental Design</td>
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<tr>
<td>PSY-PC 2530 Psychometric Methods</td>
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<tr>
<td>PSY-PC 2980 Directed Research (only 3 hours can be applied to methods requirement)</td>
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Application to the Nursing program: middle of junior year

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<tr>
<th>Junior year</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>Nursing 210a Anatomy &amp; Physiology I**</td>
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<tr>
<td>Nursing 210b Anatomy &amp; Physiology II**</td>
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<td>Nursing 231a Nutrition</td>
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<td>PSY-PC 2510 Experimental Methods</td>
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<tr>
<td>PSY-PC 208 Research Methods</td>
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<td>PSY-PC 2530 Psychometric Methods</td>
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<tr>
<td>PSY-PC 2980 Directed Research (only 3 hours can be applied to methods requirement)</td>
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<td>Child development major elective area</td>
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<td>Liberal Education Core/Electives</td>
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SAMPLE CURRICULUM PLAN: CHILD DEVELOPMENT MAJOR/NURSING

(Continued)

First Year Nursing/Senior Year***+

<table>
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<th>(Fall)</th>
<th>(Spring)</th>
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<tbody>
<tr>
<td>Nursing 215</td>
<td>Foundations of Professional Nursing I</td>
</tr>
<tr>
<td>Nursing 225</td>
<td>Population-based Health Care</td>
</tr>
<tr>
<td>Nursing 235</td>
<td>Human Experience Across Life Span I</td>
</tr>
<tr>
<td>Nursing 245</td>
<td>Fundamentals for Clinical Practice</td>
</tr>
<tr>
<td>Nursing 255a</td>
<td>Basic Pharmacology I</td>
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</table>

<table>
<thead>
<tr>
<th>(Fall)</th>
<th>(Spring)</th>
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</thead>
<tbody>
<tr>
<td>Nursing 217</td>
<td>Foundations of Professional Nursing II</td>
</tr>
<tr>
<td>Nursing 236</td>
<td>Human Experience of Health and Illness Across the Lifespan II</td>
</tr>
<tr>
<td>Nursing 246</td>
<td>Integration of Theoretical and Clinical Aspects of Nursing I</td>
</tr>
<tr>
<td>Nursing 255b</td>
<td>Pharmacology for Nursing Care</td>
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<tr>
<td></td>
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</table>

**B. S. degree conferred at the end of the spring semester of the senior year.**

<table>
<thead>
<tr>
<th>(Summer)</th>
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<tbody>
<tr>
<td>Nursing 216</td>
</tr>
<tr>
<td>Nursing 227</td>
</tr>
<tr>
<td>Nursing 237</td>
</tr>
<tr>
<td>Nursing 247a</td>
</tr>
<tr>
<td>Nursing 247b</td>
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<tr>
<td></td>
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</tbody>
</table>

Fifth year

Student is enrolled full time in nursing in the Fall, Spring, and Summer semesters. An additional 39 semester hours are earned in graduate (300) level nursing courses. Note that nurse-midwifery, nurse-midwifery/ family practitioner and women’s health/adult nurse practitioner specialties require one or more additional semesters.

* Child Development major prerequisite and meets Liberal Education Core requirement.

** Meets 5-Year Nursing Program requirement and Liberal Education Core requirement.

*** Undergraduate degree (B.S. in Child Development) is awarded at the end of the senior year.

+ 29 hours taken Fall and Spring are transferred to the Undergraduate degree program.
Child Studies
INTRODUCTION

Peabody has long had great strengths in the area of Child Studies. The 36 hour interdisciplinary major in Child Studies draws on courses from Psychology, Education, Special Education, and Human and Organizational Development. The major is excellent pre-professional preparation for students interested in Psychology or Education, in Law (e.g., Child and Family advocacy), or in various health related areas (e.g., Medicine, Nursing, Child Life Specialist) involving children. It is also appropriate for students who are interested in gaining a broader understanding of children and families in contemporary society. The major areas covered are: Developmental Psychology, Learning, Research Methods, Language and Literacy, and Families, Community and Diversity. Interested students should discuss the program with Leigh Wadsworth, Director of Undergraduate Studies.
Liberal Education Core Requirements  
For Child Studies Major  
(Minimum 40 Credit Hours)  
2013-2014

Communications (6 hours):

Communications Studies: All CMST courses count (except CMST 289 and up)  
Theatre: THTR 100, 115F

Humanities [9 hours (3 courses) and two fields required] to include:  
(the same course may not count for both Communications and Humanities)

African American and Diaspora Studies: AADS 260  
Arabic: ARA 210B and up  
Chinese: CHIN 202, 211, 212, 241, 242, 251, 252  
Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224  
Computer Science: CS 151  
English: 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, 253W  
Latin: LAT 102 and up (except LAT 289)  
Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 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 107 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, 201-204, 232  
Women's and Gender Studies: WGS 150, 271

Mathematics (6 hours):

Statistics (3 hours):

Economics: ECON 150  
Psychology: (A&S) PSY 209, (Peabody) PSY-PC 2101

Mathematics (3 hours):

One from:  
Mathematics: 140, 150A, 150B, 155A, 155B  
Computer Science: CS 212  
Psychology: PSY-PC 2102
Natural Science (7 hours):
(One Biological Sciences or Nursing Course is required)
One lab science (4 or 5 hours) from:
- Astronomy: ASTR 102 & 103
- Biological Science: BSCI 100 & 101A, 105, 110A & 111A, 110B & 111B or 111C, 118, 218, 219
- Earth and Environmental Sciences: EES 101 & 111, 103 & 113, 225
- Nursing: NURS 150, 210A, 210B

And one of the following 3 hours:
- Astronomy: ASTR 102, 201, 203, 205
- Biological Science: BSCI 110A, 110B
- Chemistry: CHEM 101A
- Earth and Environmental Sciences: EES 101, 103, 107, 108, 114
- Neuroscience: NSC 201
- Nursing: NURS 231A and NURS 231B
- Physics: PHYS 110, 113A, 113B, 116A, 116B

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

Cultural Studies (3 hours) one course from the following:
- African American and Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215, 221, 230, 260
- American Studies: AMER 100, 100W
- Asian Studies: ASIA 211, 212, 240
- Chinese: CHIN 251, 252
- Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
- Communication Studies: CMST 223, 224, 235
- Earth & Environmental Sciences: EES 205
- Economics: ECON 224, 267, 288
- Education: EDUC 2060
- European Studies: EUS 201
- Film Studies: FILM 211
- French: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
- Greek: GRK 212
- History: HIST 105-109, 127, 128, 137, 138, 144, 149, 151, 152, 160, 171, 183, 200, 201, 250, 261, 262, 264
- Italian: ITA 230
- Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255
- Latin: LAT 206, 215
- Latin American Studies: LAS 201, 260
- Medicine, Health and Society: MHS 201
- Philosophy: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
- Political Science: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
- Portuguese: PORT 212
- Psychology: Peabody – PSY-PC 2230
- Religious Studies: RRLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 262
- Russian: RUSS 171, 172, 231, 232, 234
- Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
- Special Education: SPED 2060
- Theatre: THTR 216
- Women's and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 – 272
Social Science (6 hours and two fields required) to include:
(3 of the 6 hours must be from a subject area other than the Cultural Studies selection)

- African American and Diaspora Studies: AADS 101, 221, 230
- American Studies: AMER 100, 100W
- Anthropology: All regular Anthropology courses (except 288A and up)
- Classical Studies: CLAS 207-209, 212, 213
- Economics: ECON 100, 101, 226, 266, 271
- History: All regular History courses (except 169, 293ABC and up)
- History of Art: HART 255, 256
- Human and Organizational Development: HOD 2280, 2670
- Jewish Studies: JS 156
- Music Literature/History: MUSL 147, 160, 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-PC 2101, 2102, 2820, 2970 & up)
- Sociology: All regular Sociology courses (except 280A and up)
- Women's and Gender Studies: WGS 226, 240, 243, 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.

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements. 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 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. Writing-intensive courses either have a “W” after the course number (A&S, Blair or Engineering) or end with the digit “7” (Peabody courses). In addition, before graduation all students must successfully complete a second writing-intensive course at the 100 or 200 level.

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.
CHILD STUDIES (CST) MAJOR
Degree Progression Check List

Liberal Education Core (40 hours):

- Communications (6 hours)
- ____________
- ____________

- Humanities (9 hours)
- ____________
- ____________
- ____________

- Mathematics (6 hours)
  Statistics: ___________________
  Other:______________________

- Cultural Studies (3 hours)
- ____________
- ____________
- ____________

- Natural Science (7 hours)
  Lab Sci: ___________________
  Other:______________________

- Social Science (6 hours)
- ____________
- ____________

- Electives (3 hours)
- ____________
- ____________
- ____________

- Writing Requirement (6 hours)
- ____________

- Other Electives/Second Major (44 hours minimum)
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

CST Major (36 hours):
Developmental Courses (9 hours)
- PSY-PC 1630 Developmental Psychology
- PSY-PC 1500 Cognitive Aspects of HD
- PSY-PC 1750 Social & Personality Development
- PSY-PC 2250 Infancy
- PSY-PC 2320 Adolescent Development

- Learning (3 hours)
  MTED 2100/2200 Mathematics ECE/ELEM
  SCED 2200/SSED 2100 Science ECE/ELEM
  PSY-PC 2310 Educational Psychology
  SPED 2110 Managing Academic & Social Behv.
  SPED 2420 Functional Assessment Strategies

- Research Methods (3 hours)
  PSY-PC 2510 Experimental Methods
  PSY-PC 2530 Psychometric Methods
  PSY 208 Principles in Experimental Design
  HOD 1700 Systematic Inquiry

- Families, Communities, & Diversity (6 hours)
  EDUC 1020 Society, School, and the Teacher
  EDUC 2120 Children in Families & Schools
  EDUC 2060/SPED 2060 Cultural Diversity in American Education
  EDUC 2920 Social & Phil Aspects of Educ
  HOD 2510 Health Service Delivery Diverse Pop.
  HOD 2600 Community Development Theory
  HOD 2670/PSY-PC 2470 Community Psych
  SPED 1010 Introduction to Exceptionality
  SPED 2020 Family Interventions

- Language and Literacy (6 hours)
  ANTH 201 Introduction to Linguistics
  EDUC 2115 Language & Literacy Young Child
  EDUC 2430 Addressing Probs. Literacy Learning
  ENED 2030 Fostering Language in Classrooms
  ENED 2100/2200 Literature for ECE/ELEM
  PHIL 246 Philosophy of Language
  PSY-PC 2000 Language Development
  SPED 2030 Intro Lang. & Communication

- Electives in Child Studies (9 hours)
  Choices from all courses listed above and any course in the Peabody or A&S Psychology Departments that is not being used to meet another psychology requirement may be used as an elective.
  - Except Psy 101, 120/1207, and 2820
  - PSY-PC 2690 Special Topic Seminars (May be repeated providing no duplication of content)
  - PSY-PC 2970, 2980, or 2990 or PSY 295-296 (6 hours only)

Note: 120 hours minimum and a 2.0 cumulative grade point average are required to graduate with all Liberal Core and Major requirements satisfied
POTENTIAL PEABODY SECOND MAJORS
(Note: Due to multiple overlapping courses, Child Development cannot be a second major for Child Studies)

Cognitive Studies (15 unique hours required above PSY courses used for CST major requirements)

Required Core (9 hours)
- PSY-PC 1200 or 1207 Minds, Brains, Context, and Culture
- PSY-PC 1600 Psychology of Thinking
- PSY-PC 2100 Advanced Seminar

Electives
- PSY-PC 1150 or 1157 Freshman Seminar
- PSY-PC 1700 Social and Emotional Context of Cognition
- PSY-PC 1750 Social and Personality Development
- PSY-PC 2000 Psychology and Language
- PSY-PC 2100 Advanced Seminar (different than Core selection)
- PSY-PC 2310 Educational Psychology
- PSY 268 Health Psychology
- PSY-PC 2700 Intro to Clinical Psychology
- PSY-PC 2980 Directed Research
- SPED 2030 Introduction to Language and Communication

Human & Organizational Development (40-43 hours)

Professional Core (13 hours)
- HOD 1100 Small Group Behavior
- HOD 1200 Understanding Organizations
- HOD 1400 Talent Management & Organizational Fit
- HOD 1800 Public Policy

Internship (12 - 15 hours)
- HOD 2900 Internship
- HOD 2910 Adv. Internship Seminar
- HOD 2920 Theoretical Applications
- HOD 2930 Senior Project

H&OD Track (15 Hours)*
- Community Leadership & Development
- International Leadership & Development
- Health and Human Services
- Leadership & Organizational Effectiveness
- Public Policy

*See the Human and Organizational Development major for Track Core courses and Track electives.
CHILD STUDIES MAJOR

SUGGESTED SCHEDULE PLAN

<table>
<thead>
<tr>
<th>FALL</th>
<th>HOURS</th>
<th>SPRING</th>
<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY-PC 1630</td>
<td>3</td>
<td>PSY-PC 1630 (if not in Fall)</td>
<td>3</td>
</tr>
<tr>
<td>PSY-PC 1150/1157 (or in Spring)</td>
<td>3</td>
<td>PSY-PC 1150/1157 (if not in Fall)</td>
<td>3</td>
</tr>
<tr>
<td>PSY-PC 2101 (or in Sophomore year)</td>
<td>3</td>
<td>Any CST Course</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Education Core Courses</td>
<td>6-15</td>
<td>Liberal Education Core Courses</td>
<td>6-15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

| **Sophomore Year** |       |        |       |
| Any CST | 3     | Any CST Course | 3     |
| PSY-PC 2101 (if not taken in first year) | 3 | Any CST Course | 3     |
| Liberal Education courses/ Second major courses | 9-12 | Liberal Education courses/ Second major courses | 9-12 |
| **TOTAL** | 15 | **TOTAL** | 15 |

| **Junior Year** |       |        |       |
| One CST methods course | 3     | One CST methods course (if not in Fall) | 3     |
| CST Elective Courses | 3-6 | CST Elective Courses | 3-6 |
| Second major courses/ Electives | 3-9 | Second major courses/ Electives | 3-9 |
| **TOTAL** | 15 | **TOTAL** | 15 |

| **Senior Year** |       |        |       |
| CST Elective Courses | 3-6 | CST Elective Courses | 3-6 |
| Second major courses/ Electives | 9-12 | Second major courses/ Electives | 9-12 |
| **TOTAL** | 15 | **TOTAL** | 15 |
THE HONORS PROGRAM IN CHILD STUDIES

The Honors Program in Child Studies offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in Child Studies are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and a 3.2 in Child Development courses. Students who are accepted, complete the program successfully, and have a final grade point average of at least 3.2 will receive Honors or Highest Honors in Child Studies. Successful participation in the program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from Professor Megan Saylor, Coordinator of the Psychology Honors Program for the Department of Psychology and Human Development.
Cognitive Studies
INTRODUCTION

The cognitive studies program provides students the opportunity to study about human learning, remembering, thinking, reasoning, and problem solving. A major focus is on ways to maximize one's own learning abilities and problem-solving skills, and on ways of helping other people to learn.

This program is for persons who are intellectually curious and motivated to participate actively in the learning process. Students will be asked to lead discussions, present critical reviews of research, conduct their own research projects, and to translate theory into practice. Each student must complete a minimum of 33 hours of course work and related independent studies in the major. The curriculum is planned to ensure that students receive a strong background in both science and the liberal arts, with an emphasis on problem-solving and complex decision-making. The courses in the core curriculum focus on various aspects of human cognition, including communication, cognitive development, basic cognitive processes, applications of theories of knowledge, and socio-cultural aspects of learning. Students are encouraged to pursue a second major or develop an area of concentration that is consistent with their career plans. Choice of this major or concentration area is made by the student in consultation with the advisor. The major also emphasizes an appreciation of the scientific method and the research process, and numerous opportunities exist to pursue independent study in close collaboration with faculty members.

Leadership and success in our society will depend increasingly on one's ability to process complex information, solve difficult problems using systematic analysis, and facilitate the learning of others. Cognitive studies, therefore, is a "practical major" that prepares students to be effective in almost any career. Students completing the cognitive studies program also are excellent candidates for graduate study in a variety of fields, depending on their chosen area(s) of expertise.
Communications (6 hours):

Communications Studies: All CMST courses count (except CMST 289 and up)
Theatre: THTR 100, 115F

Humanities [9 hours (3 courses) and two fields required] to include:
(the same course may not count for both Communications and Humanities)

- African American and Diaspora Studies: AADS 260
- Arabic: ARA 210B and up
- Chinese: CHIN 202, 211, 212, 241, 242, 251, 252
- Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
- Computer Science: CS 151
- 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, 253W
- Latin: LAT 102 and up (except LAT 289)
- Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 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 107 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, 201-204, 232
- Women's and Gender Studies: WGS 150, 271

Mathematics (6 hours):

Statistics (3 hours):
- Economics: ECON 150
- Psychology: (A&S) PSY 209, (Peabody) PSY-PC 2101

Mathematics (3 hours):
- One from:
  - Mathematics: 140, 150A, 150B, 155A, 155B
  - Computer Science: CS 212
  - Psychology: PSY-PC 2102
Natural Science (7 hours):
One lab science (4 or 5 hours) from:
Astronomy: ASTR 102 & 103
Biological Science: BSCI 100 & 101A, 105, 110A & 111A, 110B & 111B OR 111C, 118, 218, 219
Earth and Environmental Sciences: EES 101 & 111, 103 & 113, 225
Nursing: NURS 150, 210A, 210B

And one of the following 3 hours:
Astronomy: ASTR 102, 201, 203, 205
Biological Science: BSCI 110A, 110B
Chemistry: CHEM 101A
Earth and Environmental Sciences: EES 101, 103, 107, 108, 114
Neuroscience: NSC 201
Nursing: NURS 231A and NURS 231B
Physics: PHYS 110, 113A, 113B, 116A, 116B

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

Cultural Studies (3 hours) one course from the following:
African American and Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215, 221, 230, 260
American Studies: AMER 100, 100W
Asian Studies: ASIA 211, 212, 240
Chinese: CHIN 251, 252
Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
Communication Studies: CMST 223, 224, 235
Earth & Environmental Sciences: EES 205
Economics: ECON 224, 267, 288
Education: EDUC 2060
European Studies: EUS 201
Film Studies: FILM 211
French: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
German: GER 172, 201W, 216, 221, 222, 235, 237, 241, 247, 271, 273, 274, 275
Greek: GRK 212
History of Art: HART 120, 222, 238, 241, 242, 251, 252, 253, 256
Human and Organizational Development: HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
Italian: ITA 236
Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 265
Latin: LAT 206, 215
Latin American Studies: LAS 201, 260
Medicine, Health and Society: MHS 201
Philosophy: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
Political Science: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
Portuguese: PORT 225
Psychology: Peabody – PSY-PC 2230
Religious Studies: RLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 262
Russian: RUSS 171, 172, 231, 232, 234
Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
Special Education: SPED 2060
Theatre: THTR 216
Women’s and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 - 272
Social Science (6 hours and two fields required) to include:
(3 of the 6 hours must be from a subject area other than the Cultural Studies selection)

- **African American and Diaspora Studies**: AADS 101, 221, 230
- **American Studies**: AMER 100, 100W
- **Anthropology**: All regular Anthropology courses (except 288A and up)
- **Classical Studies**: CLAS 207-209, 212, 213
- **Economics**: ECON 100, 101, 226, 266, 271
- **History**: All regular History courses (except 169, 293ABC and up)
- **History of Art**: HART 255, 256
- **Human and Organizational Development**: HOD 2280, 2670
- **Jewish Studies**: JS 156
- **Music Literature/History**: MUSL 147, 160, 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-PC 2101, 2102, 2820, 2970 & up)
- **Sociology**: All regular Sociology courses (except 280A and up)
- **Women’s and Gender Studies**: WGS 226, 240, 243, 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.

**NOTES.** Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses.
Independent study courses are not acceptable to meet Liberal Education Core requirements.
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 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. Writing-intensive courses either have a “W” after the course number (A&S, Blair or Engineering) or end with the digit “7” (Peabody courses). In addition, before graduation all students must successfully complete a second writing-intensive course at the 100 or 200 level.

*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.
COGNITIVE STUDIES (CGS) MAJOR
Degree Progression Check List

Liberal Education Core (40 hours):

Communications (6 hours)
______________________________________________________
______________________________________________________

Humanities (9 hours)
______________________________________________________
______________________________________________________
______________________________________________________

Mathematics (6 hours)
Statistics: ___________________
Other: ______________________

Cultural Studies (3 hours)
______________________________________________________

Natural Science (7 hours)
Lab Sci: ______________________
Other: ______________________

Social Science (6 hours)
______________________________________________________
______________________________________________________

Electives (3 hours)
______________________________________________________

Writing Requirement (6 hours)
______________________________________________________

Other Electives/Second Major (47 hours minimum)
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

CGS Major (33 hours):

Major Core (12 hours)
____ PSY-PC 1200/1207 Minds, Brains, Cntxt, & Culture
____ PSY-PC 1600 Psychology of Thinking or
____ PSY 225 Cognitive Psychology
____ PSY-PC 2100 Advanced Topical Seminar or
____ PSY-PC 2330 Psychology of Film

Take one of the following:
____ PSY-PC 2510 Experimental Methods
____ PSY 208 Principles of Experimental Design

Elective Courses within the Major (15 hours)
Any course in the Peabody or A&S Psychology Departments that is not being used to meet another psychology requirement may be used as an elective.
- except Psy 101, 1600, and 2820
____ ANTH 201 Introduction to Linguistics
____ ENED 2030 Fostering Language in Classrooms
____ NSC 201 Neuroscience
____ PHIL 246 Philosophy of Language
____ PHIL 256 Philosophy of Mind
____ PSY-PC 2100 Advanced Topical Seminar
(May be repeated provided no duplication of content: intended for students beyond the first year)
____ PSY-PC 2970, 2980, or 2990 or PSY 295-296 (6 hours only)
____ SPED 2030 Intro Lang. & Communication

Methods of Inquiry (6 hours)
(May be used to satisfy Liberal Education Core)
____ ANTH 103 Intro to Biological Anthropology
____ 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
____ HOD 2620 Action Research & Prog. Eval.
____ PHIL 102 General Logic
____ PHIL 202 Formal Logic and Its Applications
____ PHIL 244 Philosophy and the Natural Sciences
____ PSY-PC 2102 Statistical Analysis
____ PSY-PC 2530 Psychometric Methods
____ PSY-PC 2980 or 2990 or PSY 295-296 (3 hours only from any of these)
____ SOC 211 Introduction to Social Research
____ SPED 2110(w/2111) Mng. Acad. & Social Behvr.

Note: 120 hours minimum and a 2.0 cumulative grade point average are required to graduate with all Liberal Core and Major requirements satisfied.
POTENTIAL PEABODY SECOND MAJORS

Child Development
(15 unique hours required above PSY-PC courses used for CGS major requirements)

Required Core (12 hours)
___ PSY-PC 1630 Developmental Psychology
___ PSY-PC 1500 Cognitive Aspects of Human Development
___ PSY-PC 1750 Social and Personality Development
___ PSY-PC 2102 Statistical Analysis (could double count in CGS Methods of Inquiry)

One of the following (3 hours):
___ PSY-PC 2250 Infancy
___ PSY-PC 2320 Adolescent Development

Two of the following (6 hours):
___ PSY-PC 2510 Experimental or PSY 208 Experimental Design (either one double counts for CGS major)
___ PSY-PC 2530 Psychometric Methods
___ PSY-PC 2980/2990 Directed/Honors Research

*Electives within the Child Development Major (9 hours):
___________________(3) ___________________(3) ____________________(3)

*See the CD list of Electives in that section of this handbook
Child Studies – see the CST section of this handbook for full listing of potential “breadth” courses*

(18 unique hours required above PSY-PC courses used for CGS major requirements)

### Development Courses (9 hours)

- x ____ PSY-PC 1500 Cognitive Aspects Human Development
- _____ PSY-PC 1630 Developmental Psychology
- x ____ PSY-PC 1750 Social & Personality Development
- _____ PSY-PC 2250 Infancy
- _____ PSY-PC 2320 Adolescent Development

### Research Methods (3 Hours)

- + ____ PSY-PC 2510 or PSY 208 (required for CGS 1st Major)
- + ____ MTED 2100 or 2200
- + ____ SCED 2200 or SSED 2100
- x ____ PSY-PC 2310 Educational Psychology
- _____ SPED 2420 Assmt. Procedures YC

### Language & Literacy (6 hours)*

- _____ EDUC 2115 Lang.& Lit. Learning YC
- _____ ENED 2100 or 2200 Child. Literature
- x ____ PSY-PC 2000 Psychology & Language
- x ____ SPED 2030 Intro Lang. & Communic.
- _____ MTED 2100 or 2200
- _____ SCED 2200 or SSED 2100
- x ____ PSY-PC 2310 Educational Psychology
- _____ SPED 2420 Assmt. Procedures YC

### Families/Community & Diversity (6 hrs)*

- _____ EDUC 1020 Schl. Society & Teacher
- _____ EDUC 2060/SPED 2060 Cultural Diversity in American Education
- _____ EDUC 2120 Children in Family/School
- _____ HOD 2510 Hlth Serv Dlvry Div Pop.
- _____ HOD 2600 Community Development Theory
- _____ PSY-PC 2470/HOD 2670 Community Psychology
- _____ SPED 1010 Introduction to Exceptionality
- _____ SPED 2020 Family Intervention

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+ = Will count for both CGS and CST majors

x = courses that would count as Cognitive Studies electives (4 may double count)

xx = course that would fulfill three of the six hours of Methods of Inquiry for the CGS major
Human & Organizational Development (40-43 hours)

Professional Core (13 hours)
- HOD 1100 Small Group Behavior
- HOD 1200 Understanding Organizations
- HOD 1400 Talent Management & Organization Fit
- HOD 1800 Public Policy

Internship (12 - 15 hours)
- HOD 2900 Internship
- HOD 2910 Adv. Internship Seminar
- HOD 2920 Theoretical Applications
- HOD 2930 Senior Project

H&OD Track (15 Hours)*
- Community Leadership & Development
- International Leadership & Development
- Health and Human Services
- Leadership & Organizational Effectiveness
- Public Policy

*See the Human and Organizational Development major for Track Core courses and Track electives.
# COGNITIVE STUDIES MAJOR
## SUGGESTED SCHEDULE PLAN

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<td>PSY-PC 2102 (or in Sophomore year)</td>
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<td>PSY-PC 2102 (if not taken first year)</td>
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<tr>
<td>PSY-PC Core Elective</td>
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<tr>
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<td>Methods of Inquiry Course (or in Spring)</td>
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<td>PSY-PC Core Elective</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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THE HONORS PROGRAM IN COGNITIVE STUDIES

The Honors Program in Cognitive Studies offers qualified majors the opportunity to conduct individual research projects in collaboration with faculty members. This research experience culminates in the writing and public presentation of a senior thesis. Students who major in Cognitive Studies are eligible to apply for the Honors Program at the end of their sophomore year if they have an overall grade point average of at least 3.2 and a 3.2 in Cognitive Studies courses. Students who are accepted, complete the program successfully, and have a final grade point average of at least 3.2 will receive either Honors or Highest Honors in Cognitive Studies. Successful participation in the program should substantially aid those intending to do graduate work. More specific information concerning admission to and the requirements of the Honors Program is available from Professor Megan Saylor, Coordinator of the Psychology Honors Program for the Department of Psychology and Human Development.
Psychology & Human Development FAQ:

1. As a Cognitive Studies, Child Development, or Child Studies major, am I required to take a second major?

   A1. No. A second major is not required for any of these programs. However, the possibility of taking a second major is very compatible with all three programs, and many students opt to take a double major to reflect their intellectual and/or career interests. Whether or not you take a double major is up to you, but it is an issue that your academic advisor will be very happy to discuss with you.

2. What are all the different “Independent Study” courses?

   A2. Several different courses offered through the Department of Psychology and Human Development are “experiential,” in that they consist primarily in engaging in supervised “hands-on” activities in something other than a traditional classroom setting.

   Each course reflects a somewhat different type of experience:

   --PSY-PC 2810, Practicum in Child Development, involves observing and interacting with children in community settings

   --PSY-PC 2820, Fieldwork in Psychology, is a vehicle by which interested students can participate in an internship at an off-campus site

   --PSY-PC 2970, Independent Study, encompasses a variety of learning experiences, including serving as a Teaching Assistant in order to learn about the process of college teaching and learning, as well as student-initiated educational projects, such as writing a thesis on a relevant topic based on library or archival research

   --PSY-PC 2980, Directed Research, involves engaging in psychological research as a member of a research lab under the supervision of a faculty sponsor

   --PSY-PC 2990, Honors Research, is a research-based course for students admitted to the Psychology Honors Program, under which they conduct the research for, and write, their Senior Honors Thesis.

3. How much academic credit can I get from taking these “experiential” courses?

   A3. Each of these courses (PSY-PC 2810, 2820, 2970, 2980, and 2990) can be repeated freely as general electives counting toward graduation. However, there are restrictions on how much credit from these courses can serve as elective credit within the Cognitive Studies, Child Development, and Child Studies majors. PSY-PC 2820 does not serve as an elective within any of these majors; PSY-PC 2810 can serve as an elective within the Child Studies and Child Development major, but not within the Cognitive Studies major; and the remaining three courses (PSY-PC 2970, 2980, and 2990) can serve as electives within all three majors. However, for all three majors, only a total of six hours from among the eligible courses, in any combination, can be used as elective credit within the major. In addition to this elective credit, 3 hours of credit from either PSY-PC 2980 or PSY-PC 2990 can be used as the second required research methods course in the Child Development major, or as one of the Methods of Inquiry courses in the Cognitive Studies major. This latter option is
not available for the Child Studies major because only one research methods course is required.

4. How do I register for these “experiential” courses?

A 4. Registering for these courses is somewhat different than for traditional classroom-based courses. For PSY-PC 2810 permission of the instructor is needed, and for PSY-PC 2990 the student needs to be admitted to the honors program in order to be eligible to register for that course. However, eligible students can register for both of these courses in the normal fashion on YES.

For PSY-PC 2820, 2970, and 2980 the student must complete a Learning Agreement in collaboration with his or her faculty sponsor, have this agreement approved by the Director of Undergraduate Studies; and then have it turned in to the Peabody Registrar, 216 Administration Bldg. for entry into YES. The Individual Learning Agreement can be downloaded from: http://peabody.vanderbilt.edu/admin-offices/registrar/forms_for_download.php
Please turn the form in to Ms. Ally Armstead, Education Programs Coordinator, in Jesup Room 103; she will pass the form on to the DUS for approval and send it to the Registrar.
Special Education
PEABODY’S EDUCATION MAJORS

For over a century, Peabody’s programs in teacher education have been recognized nationally. The programs differ from that of other schools of education not only because of the excellent quality of course work and multiple practicum experiences, but also because of the well-planned and carefully selected student teaching placements. In addition, nearly every faculty member currently is researching the teaching and learning of children, yielding new information and opportunities to practice newly researched methods of working with children of every need and ability. Peabody faculty members are noted nationally for their expertise and frequent contributions to national publications and professional meetings as well as consulting roles with government agencies in the field of education.

Majors that can lead to a bachelor’s degree and teacher licensure in four years are available in Early Childhood Education (to teach children in preschool through grade 3), Elementary Education (to teach children in Kindergarten through grade 6), Secondary Education (to teach adolescents in grades 7-12), and Special Education (to teach children in a variety of grades, depending on the specialty area). If programs are carefully planned beginning with the freshman year, all requirements can be met within the usual four-year undergraduate program. In some cases, particularly when a student enters teacher education after the first semester of the freshman year, additional coursework beyond what is normally done within four years may be required.

Most students who enter teacher education at Peabody have worked with children as camp counselors, team coaches, swimming teachers, or volunteers (although such prior experience is not mandatory). Because of the many opportunities to visit schools to observe and have limited participation during some education courses and practica, students gain early insights into the profession of teaching. For those students who complete the program and are licensed in Tennessee, teaching can be possible by interstate contractual agreement in most other states and overseas. Teachers who have graduated from Peabody can be found all over the world teaching children of all ages and abilities, nationalities, religions, socio-economic conditions, and cultures in careers ranging from preschool teachers to school superintendents and state and national officials.

For additional information on licensure, contact Michael Jackson (Michael.w.jackson@vanderbilt.edu) Director of Licensure, Effectiveness, and Accreditation.

BASIC SKILLS REQUIREMENT (PRAXIS I: Pre-Professional Skills Tests)

It is a Tennessee licensure requirement that all students seeking initial teacher licensure at the bachelor’s degree level must demonstrate proficiency in reading comprehension, language arts, and mathematics. Students who apply for admission to a teacher education program (Screening I) must meet this requirement by either: (1) attaining an SAT > 1020 or ACT > 22, or (2) passing the PRAXIS I tests (either the paper/pencil version or the computer-based version) before the departments can review their applications. Application materials for the PRAXIS I tests are available on line at [www.ets.org/praxis](http://www.ets.org/praxis).

Students should be aware that attaining the minimum scores does not guarantee admission to Vanderbilt’s teacher education programs. Minimum scores set by the state for PRAXIS I tests are as follows: paper/pencil version=Math – 173; Reading – 174; Writing – 173. (Minimum scores for the computerized version are: Math 318, Reading 321, Writing 319.)
SECURITY CLEARANCE REQUIREMENT

Each education student must have security clearance. Fingerprinting must be done during the first two weeks of enrollment in an education course that involves interaction with PreK-12 children or vulnerable adults. Subsequent to fingerprinting, background clearance analysis by the TBI and the FBI must be reported to Peabody. Go to http://peabody.vanderbilt.edu/admin-offices/bco/index.php for detailed instructions. Following fingerprinting, the Background Clearance Consent Form must be filed, with original signature, with the Background Clearance Officer in the Peabody Administration Building. Students, in their role as a Vanderbilt student, may not be in the presence of PreK-12 students or vulnerable adults until their background clearance is finalized at Peabody.

ADMISSION TO THE TEACHER EDUCATION PROGRAM (Screening I)

Each student seeking teacher licensure must be formally admitted into the teacher education program (Screening I) for review by the faculty of the department(s) in which endorsement(s) is/are sought. Candidates normally apply for Screening I during the fall of the junior year (candidates should consult their Program Director for timelines in their program area). Deadlines are February 1 in the spring and October 1 in the fall. Students who transfer more than 24 hours to Vanderbilt from another institution must apply for admission into the teacher education program by the screening deadline of their second semester at Vanderbilt.

Deadlines to apply for admission into the teacher education program each semester are:

October 1st and February 1st (Note: If either of these dates fall on a weekend, the deadline is moved to the following Monday.)

Students MUST apply for Screening I at least one semester prior to completing Screening II (discussed in the next section).

The on-line application is at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/. It is the student’s responsibility to complete the application by the deadline, which is enforced. After an initial review in the Office of Teacher Licensure, eligible applications will be forwarded to the appropriate department(s) for faculty review and vote. During the initial Screening I meeting, the faculty will review materials submitted by each applicant as well as discuss each applicant’s performance and participation in coursework and field work. During this initial meeting concerns raised by the faculty will be documented and shared directly with the student(s) concerned. This will enable the student time address the concerns raised throughout the semester. The final vote by faculty regarding a Screening I application will be taken at the end of the semester in which the student applies for Screening I. Students will be notified of the results of the final departmental vote.

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

A. Specific Criteria

1) 1020 SAT or 22 ACT (or passing scores on the PRAXIS I tests)
2) A minimum cumulative grade point average of 2.5 on the 4.0 system.

3) Successful completion of EDUC 1020 and SPED 1010 with a minimum grade of C in each professional education course.

B. Specific Faculty Evaluation Criteria

These criteria rest on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty.

1) Endorsement by the appropriate faculty that the applicant has demonstrated that he/she possesses the academic qualifications expected of Vanderbilt teacher education candidates in areas in which teacher licensure is sought.*

2) Endorsement by the appropriate faculty that the applicant has demonstrated that he/she possesses the personal and character traits expected of Vanderbilt teacher education candidates in the areas in which teacher licensure is sought.*

*An undergraduate student seeking secondary education endorsement must be approved by the Peabody Department of Teaching and Learning and also by the faculty of the College of Arts and Science department in which the student majors for the secondary education endorsement.

Students should be aware that departmental reviews are important steps in the screening process and that admission to the teacher education program and student teaching are not automatic with the attainment of a certain minimum grade point average and the completion of required courses. In the evaluation of a candidate’s suitability for teaching, faculty members take into consideration such things as:

1. Dependability (as evidenced by good attendance in classes and practica, as well as the completion of required assignments and procedures on time)
2. Professional and ethical behavior (honesty, acceptance of responsibility, emotional maturity, etc.).
3. Attitude and interpersonal skills (including the ability to work with children and peers).
4. Academic competence. It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses which might cause denial of admission.

Students seeking teacher licensure must be approved by each department through which licensure is sought. Secondary licensure candidates should contact an adviser or the Director of Undergraduate Studies in the appropriate Arts and Science department(s), to be informed of any specific departmental requirements or standards beyond the minimum requirements for licensure.

In order to help Department of Special Education faculty to make these evaluations, Screening I applicants must meet with faculty and individuals from local schools/ agencies for a brief interview. Following the interview, faculty will submit a form directly to Professor Andrea Capizzi, Director of Undergraduate Studies.

During the Screening I meeting, Department of Special Education faculty will review materials submitted for each applicant as well as discuss each applicant’s performance and
participation in course work and field work. Students will be notified in writing of the results of the departmental vote. In instances where there is a negative decision, a student wishing to appeal must do so in writing to the chairperson of the department denying the application. If the initial decision is upheld and the student wishes to continue the appeal. A written petition should be filed with the Undergraduate Administrative Committee of Peabody College.

FIRST AID AND CPR REQUIREMENT

To meet state standards, each licensure student must complete first aid and CPR training as a prerequisite to applying for Screening II (admission to student teaching). Training must have been completed no more than two years previous to completion of the SPED licensure program. Information is detailed at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php. Training is offered on selected Saturdays in fall and spring semesters at the Vanderbilt Student Recreation Center (http://www.vanderbilt.edu/studentrec/), but may be done at any approved training center. A copy of both first aid and CPR cards must be submitted in the Office of Teacher Licensure prior to or during the Screening II online application process.

ADMISSION INTO STUDENT TEACHING AND REQUESTING A STUDENT TEACHING PLACEMENT (SCREENING II)

The semester prior to the one in which a student plans to student teach, he/she must apply for student teaching (Screening II) and request student teaching placements. The student should be enrolled in any remaining required prerequisite courses. The deadlines to apply are October 1st and February 1st. (Note: if either of these dates falls on a weekend the deadline is moved to the following Monday.) Late applications will not be accepted. The screening application form is at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/. The applications will be processed in the Office of Teacher Licensure, and if eligible, forwarded to the appropriate faculty for review and vote. It is the student’s responsibility to complete the application at the appropriate time.

Students must apply for Screening I at least one semester prior to completing Screening II.

The criteria that must be met for a student to be admitted into student teaching are as follows:

1) Admission to a teacher education program (passing of Screening I)
2) At least second semester junior standing
3) Successful completion (C- or above) in each professional education course prerequisite to student teaching
4) A minimum cumulative grade point average of 2.5 (4.0 scale)
5) First aid and CPR cards copied & submitted before or with Screening II application
6) Satisfactory performance (C- or above) in course work in areas in which teacher licensure is sought (any secondary education major who receives a grade lower
than a C- in the second major MUST meet with his/her academic advisor in the Department of Teaching and Learning to discuss implications for Screening II.

7) Approval by the appropriate faculty. (A student seeking a secondary education endorsement must be approved also by the Department of Teaching and the College of Arts and Science faculty in the department in which the student majors and seeks a second endorsement.)

Students should be aware that departmental reviews are important steps in the screening process and that admission to the teacher education program and student teaching are not automatic with the attainment of a certain minimum grade point average and the completion of required courses. In the evaluation of a candidate’s suitability for teaching, faculty members take into consideration such things as:

1) Dependability (as evidenced by good attendance in classes and practica and the completion of required assignments and procedures on time

2) Professional and ethical behavior (honesty, acceptance of responsibility, emotional maturity, etc.)

3) Attitude and interpersonal skills (including the ability to work with children and peers

4) Academic competence. It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses that might cause denial of admission. Students seeking licensure must be approved by each department through which licensure is sought. Secondary licensure candidates should contact an adviser or the Director of Undergraduate Studies in the appropriate Arts and Science department to be informed of any specific departmental requirements or standards above the minimum requirements for licensure in that major.

Each Screening II application must be accompanied by additional documents. Faculty in the Department of Special Education require that the following materials be submitted electronically with the Screening II application to: andrea.capizzi@vanderbilt.edu

1) Professional resume

2) Statement (addendum) articulating why the student wants to teach

3) Copy of first aid and CPR cards to michael.w.jackson@vanderbilt.edu

During the Screening II meeting, faculty in the Department of Special Education review materials submitted by each applicant, discuss each applicant’s performance and participation in course work and practica, and discuss the type of student teaching placements most appropriate for each applicant given his/her prior experience. Students who are approved to student teach will receive notification of their student teaching placements no later than during the Student Teacher Orientation at the beginning of the student teaching semester. There also is a required one-hour orientation with the Office of Teacher Licensure prior to the end of the Screening II semester.
Students who have passed Screening II are assigned two student teaching placements in the Nashville area.

**TEACHER EDUCATION EXPENSES**

Candidates in our Teacher Preparation Program are responsible for the following estimated additional expenses:

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<tr>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>Fingerprint $4200</td>
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<tr>
<td>TaskStream $91.00 for 3 years</td>
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<tr>
<td>Gas $100.00 – Per Practicum</td>
</tr>
<tr>
<td>$200.00 – Pre-Student Teaching</td>
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<tr>
<td>$400.00 – Student Teaching</td>
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<tr>
<td>Materials $50.00 Per Semester</td>
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<tr>
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</tr>
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All amounts are approximate and subject to change.

*Candidates who are seeking dual endorsements with through Teaching and Learning (i.e., double majoring in Early Childhood Education or Elementary Education) will have additional fees associated with their second major.

**TaskStream**

Peabody Teacher Education Candidates are required to purchase a subscription to TaskStream. TaskStream is a web-based software company that will allow candidates to upload key assessments throughout their program. All candidates in Special Education programs are required to subscribe to TaskStream. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. All key assessment assignments will be labeled as “key assessment” on the course syllabus. Failure to upload a key assessment will result in an incomplete in the course. All key assessments must be uploaded by **no later than the last day of class**.

**STUDENT TEACHING**

Students who have passed Screening II to student teach the next semester must register for 12 semester hours of credit (9 hours of student teaching and 3 hours of seminar). State and district policy prohibits student teachers from taking any additional hours during the student teaching semester. **NO OTHER HOURS OR COURSES MAY BE TAKEN WITH STUDENT TEACHING.**

The 15 weeks of full-time student teaching will be divided into two placements. These placements will be based on each student’s major(s) or area(s) of concentration. Required orientations during the student teaching semester are scheduled by the particular program director. Observance of holidays during fall or spring semesters of student teaching is done according to the calendar of the school district where student teaching is performed. This means that the student teacher’s holidays may not coincide with those recognized at Vanderbilt during the student teaching semester. The VU Director of Residential and Judicial Affairs may be of assistance if there are anticipated housing complications during the student teaching semester.
One of the most important benefits to successful student teaching is the weekly supervision and visit from a Peabody supervisor during the student teaching semester. This design for supervision and frequent communication about student teaching performance requires that student teaching placements are within the Nashville area. During the 15-week student teaching semester, students travel daily to their student teaching site and once a week return to Peabody to participate in an afternoon seminar.

To be eligible for a teaching license in Tennessee and other states, a graduate must earn a positive recommendation from the University. The University's recommendation of a candidate is based upon the following:

1) Maintaining the grade point average required for admission to teacher education (2.5 on a 4.0 scale)

2) Conferral of the bachelor's degree

3) Achieving at least the minimum required scores on the PRAXIS II examinations. The student must have official score reports sent by ETS to Vanderbilt (code 1871). Testing requirements change frequently; check instructions in the Office of Teacher Licensure before registering to take PRAXIS exams.

4) Receiving positive recommendation from the department(s) of the education major(s) by the faculty as a result of the student teaching experience. (A "Pass" for student teaching does not guarantee a favorable recommendation.)

5) Completing an exit meeting with the Director of Teacher Licensure, including completion of required forms for transcripts and licensure application.

6) First aid and CPR certification done within two years prior to licensure recommendation.

Vanderbilt is accredited by the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). Our teacher education programs also are approved by the Tennessee Department of Education and by national professional organizations corresponding with endorsement programs we offer—such as the Council on Exceptional Children (CEC) and the National Council of Teachers of English (NCTE).

APPLICATION FOR LICENSURE AND UNIVERSITY RECOMMENDATION FOR LICENSURE

All students completing a teacher education program at Vanderbilt are strongly advised to apply for a teaching license in Tennessee whether or not they plan to teach in this state. In addition, licensure is available in most other states. The student is responsible for applying for licensure through the Peabody Office of Teacher Licensure. Each state has its own set of application forms and procedures for licensure; information is at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php (see Directory of State Departments of Education). A required exit meeting to complete licensure application forms for Tennessee is scheduled for Monday evening the last week of student teaching.

PRAXIS EXAMS (Vanderbilt Recipient Code is 1871)

All students seeking Tennessee initial teacher licensure must pass required examinations. See the list of required tests for Tennessee at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php. Students are required to take multiple tests, depending on their endorsement. Registration and scheduling information may be found at www.ets.org/praxis.
Because testing requirements change irregularly and frequently, check with the Office of Teacher Licensure prior to registering for PRAXIS exams. Although passing PRAXIS II exams for licensure is not a graduation requirement, it is required for licensure in Tennessee. Even if a student does not plan to teach in Tennessee, having a Tennessee teaching license serves as a basis upon which applications for licensure can be made in other states where a student is interested in teaching. Vanderbilt does not require that PRAXIS II exams are prerequisite to entering student teaching; however, it is recommended that students register for all required tests at the beginning of the senior year to ensure a seat at the preferred testing center and to request financial aid, if desired, from ETS to cover part of the testing fees. Testing early also allows for time to retake any tests, if necessary, and still have passing scores reported prior to graduation. For most endorsements (i.e., elementary, English, Special Education), testing must be done on at least two test dates because there are too many tests to take on only one test date. Most students begin testing prior to the student teaching semester and finish testing during student teaching. Required tests for Tennessee licensure, test dates and registration deadlines are detailed at [http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php).

It is recommended that, for May graduation, all PRAXIS II testing is completed by the end of March so that scores will arrive at Vanderbilt just prior to commencement, allowing the licensure recommendation to be made to state offices as soon as the degree is conferred. Delaying testing later than March causes delay in licensure recommendation, which may cause delays in a graduate’s eligibility to sign a contract for a teaching position in Tennessee or other states.

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SPECIAL EDUCATION MAJORS

The major in Special Education prepares the student for a variety of roles and settings for teaching persons with disabilities. All Special Education majors must complete the Liberal Education Core Requirements, the Special Education Area of Concentration Requirements, and the Related Area of Study Requirements. The student must choose one of the three areas of concentration explained below. Students may select two areas of concentration if they have not selected a dual major in another area.

Special Education Comprehensive Licensure with K-12 Endorsement

A program of studies designed to prepare teachers to serve children and young adults with intellectual disabilities, multiple disabilities, and autism. These learners require a comprehensive educational approach to meet their academic, daily living, and social needs. During their early years, the focus is on communication, social, motor, functional academic, and adaptive behavior skills. Later years, the focus is on vocational, community and daily living skills. Potential jobs include special education classroom teacher, consultant teacher, community-based transition teacher, or job coach.

Special Education Modified Licensure with K-12 Endorsement

A program of studies designed to prepare teachers to serve children and young adults with high-incidence disabilities (i.e., learning disabilities, behavior disorders, mild intellectual disabilities, ADHD), who require a modified curriculum. The program prepares teachers to become skilled instructors in reading, math, and content area modifications, and to manage inappropriate school behavior. Graduates work in resource rooms, self-contained classrooms, and inclusive classrooms in public and private schools, clinics, and hospitals.

Special Education Vision Licensure with PreK-12 Endorsement

A program of studies designed to prepare teachers to serve children and young adults who are blind or have low vision. Graduates work in local school programs, as itinerant or resource teachers, and in specialized schools for students with visual disabilities. Focus is on Braille, use of functional vision, assistive technology, orientation and mobility, teaching methods for instruction in the Expanded Core Curriculum content areas, and the impact of blindness or visual impairments on learning and development.
Dual Majors

Students majoring in one of the three program areas of special education may pursue a second major or area of licensure. Students who choose the dual licensure program of studies must fulfill the requirements of both areas including both Liberal Education Cores. The following majors have been identified as particularly appropriate for students whose primary major is Special Education, although other majors may be possible with careful planning and advisor support from all major areas.

Other Concentration Areas within Special Education - this allows students to consider dual endorsement in more than one area of special education:

**Human and Organizational Development:** appropriate for students interested in careers that involve finding solutions to human problems in organizations and communities.

**Cognitive Studies:** provides students the opportunity to study human learning, remembering, thinking, reasoning, and problem solving. A major focus is on ways to maximize one’s own learning abilities and problem solving skills and on ways of helping others learn.

**Child Development:** designed for students who wish to study children (infancy through adolescence) and the major family, cultural, peer, school, and neighborhood contexts in which they live. The major is designed to provide a strong background in the social and behavioral sciences related to child development, a focused understanding of the scientific study of children and the contexts in which they develop.

Course requirements for potential second areas of concentration and dual majors can be found later in this handbook. Additional information regarding the scheduling of the student’s program may be obtained from the advisor. A matrix listing the sequence for each area of special education may also be found later in this handbook. Students should follow the Sequence of Courses when planning.

Students may also combine their Special Education Major with majors in other departments (e.g., Arts and Science, Blair) of the University. Students interested in this should contact the Director of Undergraduate Studies for the Department of Special Education.
### TEACHER EDUCATION PROGRAM PROGRESSION CHECKLIST: SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>When to initiate</th>
<th>What Procedure</th>
<th>Where to initiate</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall of Freshman Year</td>
<td>Verify Major</td>
<td>Office of Records and Registration</td>
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<tr>
<td></td>
<td>Fingerprinting</td>
<td>Background Clearance Office : Peabody</td>
<td>☐</td>
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<tr>
<td></td>
<td></td>
<td>Administration Building</td>
<td></td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>Declare Track in SPED</td>
<td>Office of Records and Registration</td>
<td>☐</td>
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<tr>
<td></td>
<td>Declare Second Major</td>
<td>Office of Records and Registration</td>
<td>☐</td>
</tr>
<tr>
<td>Fall of Junior Year</td>
<td>Apply for Screening I</td>
<td>Teacher Licensure website</td>
<td>☐</td>
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<tr>
<td>Fall of Senior Year</td>
<td>Apply for Screening II</td>
<td>Teacher Licensure website</td>
<td>☐</td>
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<tr>
<td></td>
<td>Register to take PRAXIS exam(s)</td>
<td>Check with Office of Teacher Licensure website</td>
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</table>
THE HONORS PROGRAM IN SPECIAL EDUCATION

The Honors Program in Special Education offers qualified majors the opportunity to gain experience in conducting research in collaboration with a faculty mentor. This experience culminates in the writing and presentation of a senior thesis. Students who major in Special Education are eligible to apply for the Honors Program in the spring of their sophomore year if they have an overall grade point average of 3.2 and a 3.5 in their Special Education courses. Students who are accepted into the Honors Program, successfully complete the Program, and maintain the required grade point averages, will graduate with "Honors" in Special Education. Specific information concerning admission to and the requirements of the Honors Program in Special Education is available from Professor Andrea Capizzi, Director of Undergraduate Studies for the Department of Special Education. Students should be aware that participation in the Honors Program is quite time-intensive and represents a substantial commitment of time and effort across at least three semesters. Therefore, potential participants must carefully consider whether they are able to, and want to, devote the required time and energy to this program.
Liberal Education Core Requirements
For Special Education Major
(Minimum 60 Credit Hours)
2013-2014

Communications (6 hours):  
Required (3 hours)  
SPED 2030 (Comprehensive and Vision Programs)  
SPED 2840 (Modified program)

Communications Electives (3 hours)  
Communications Studies: All CMST courses count (except CMST 289 and up)  
Theatre: THTR 100, 115F

Humanities (6 hours) to include:  
(the same course may not count for both Communications and Humanities)

African American and Diaspora Studies: AADS 260  
Arabic: ARA 210B and up  
Chinese: CHIN 202, 211, 212, 241, 242, 251, 252  
Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224  
Computer Science: CS 151  
English: 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, 253W  
Latin: LAT 102 and up (except LAT 289)  
Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 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 107 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, 201-204, 232  
Women's and Gender Studies: WGS 150, 271

Art and Music (3 hours) from the following:  
Art Studio: ARTS 102 and up (except ARTS 288 and up)  
Classical Studies: CLAS 204-206  
History of Art: HART 110 and up (except HART 288 and up)  
Music Composition: MUSC 100 and up (except MUSC 294 and up)  
Music Literature: MUSL 103 and up (except MUSL 147, 160, 171, 289 and up)
Mathematics (6 hours):
   Required: Statistics (3 hours):
              Psychology: PSY-PC 2101

Mathematics Elective (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 course from:
   MATH 140, 150A, 150B, 155A, 155B
   PSY-PC 2102

Natural Science (7 hours):

   One lab science (4 or 5 hours) from:
   Astronomy: ASTR 102 & 103
   Biological Science: BSCI 100 & 101A, 105, 110A & 111A, 110B & 111B or 111C, 118,
                218, 219
   Earth and Environmental Sciences: EES 101 & 111, 103 & 113, 225
   Nursing: NURS 150, 210A, 210B
            121A, 121B

   And one of the following 3 hours:
   Astronomy: ASTR 102, 201, 203, 205
   Biological Science: BSCI 110A, 110B
   Chemistry: CHEM 101A
   Earth and Environmental Sciences: EES 101, 103, 107, 108, 114
   Neuroscience: NSC 201
   Nursing: NURS 231A and NURS 231B
   Physics: PHYS 110, 113A, 113B, 116A, 116B

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

Cultural Studies (3 hours) one course from the following:
   African American & Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215, 221,
                                      230, 260
   American Studies: AMER 100, 100W
   Anthropology: ANTH 101, 103, 206, 207, 210, 214, 222, 223, 226, 232, 246-249, 260,
                 262 - 267
   Asian Studies: ASIA 211, 212, 240
   Chinese: CHIN 251, 252
   Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
   Communication Studies: CMST 223, 224, 235
   Earth & Environmental Sciences: EES 205
   Economics: ECON 224, 267, 288
   Education: EDUC 2060
   English: ENGL 118W, 246, 260, 263,265, 267, 268A, 268B, 271, 275, 277, 279, 279W,
            282
   European Studies: EUS 201
   Film Studies: FILM 211
   French: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
Greek: GRK 212  
History of Art: HART 120, 222, 238, 241, 242, 251, 252, 253, 256  
Human & Organizational Development: HOD 2240, 2400-2430, 2460, 2660  
Italian: ITA 230  
Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255  
Latin: LAT 206, 215  
Latin American Studies: LAS 201, 260  
Medicine, Health and Society: MHS 201  
Philosophy: PHIL 103, 211, 215, 235, 238, 252, 258, 261, 262, 263  
Political Science: PSCI 101, 102, 205, 206, 208, 213 - 219, 228, 230, 247, 263  
Portuguese: PORT 225  
Psychology: Peabody – PSY-PC 2230  
Religious Studies: RLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 262  
Russian: RUSS 171, 172, 231, 232, 234  
Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244  
Special Education: SPED 2060  
Theatre: THTR 216  
Women’s and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 - 272  

Social Science (18 hours) to include:  

United States History (3 hours) from the following:  
History: HIST 139-144, 166, 169, 173, 174, 258, 259, 261-265, 269-271  

Other required Social Science Courses (15 Hours)  
Education: EDUC 1020  
Psychology: PSY-PC 1630  
Special Education: SPED 1010, SPED 2020 (required for students in Comprehensive and Vision Tracks)  

Liberal Core Electives (10-11 hours):  
Any course listed to satisfy any area of the Liberal Education Core that is not already being used to fulfill a core area.  

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.  

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 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. Writing-intensive courses either have a "W" after the course number (A&S, Blair or Engineering) or end with the digit "7" (Peabody courses). In addition, before graduation all students must successfully complete a second writing-intensive course at the 100 or 200 level.

SPED 2877, taken in Fall semester of the Senior year counts as the second W course.

**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.
### SAMPLE COURSE SEQUENCE FOR SPECIAL EDUCATION COMPREHENSIVE MAJORS

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Courses</th>
<th>Spring Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td><strong>EDUC 1020 (3)</strong>&lt;br&gt;<strong>PSY-PC 1630 (3)</strong>&lt;br&gt;<strong>SPED 1000 (1)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (6)&lt;br&gt;<strong>13 Credits</strong></td>
<td><strong>SPED 1010 (3)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (12)&lt;br&gt;<strong>15 Credits</strong></td>
</tr>
<tr>
<td>2nd Year</td>
<td><strong>SPED 2010 (3)</strong>&lt;br&gt;<strong>SPED 2030 (3)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (12)&lt;br&gt;<strong>18 Credits</strong></td>
<td><strong>SPED 2020 (3)</strong>&lt;br&gt;<strong>PSY-PC 2310 (3)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (9)&lt;br&gt;<strong>15 Credits</strong></td>
</tr>
<tr>
<td>3rd Year</td>
<td><strong>SPED 2110 (3)</strong>&lt;br&gt;<strong>SPED 2340 (3)</strong>&lt;br&gt;<strong>SPED 2330 (3)</strong>&lt;br&gt;<strong>SPED 2311 (3)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (6)&lt;br&gt;<strong>18 Credits</strong></td>
<td>Liberal Core – Abroad&lt;br&gt;<strong>12 credits</strong></td>
</tr>
<tr>
<td>4th Year</td>
<td><strong>SPED 2350 (3)</strong>&lt;br&gt;<strong>SPED 2877/71 (8)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (4)&lt;br&gt;<strong>15 Credits</strong></td>
<td><strong>SPED 2350 (3)</strong>&lt;br&gt;<strong>SPED 2877/71 (8)</strong>&lt;br&gt;Liberal Core/Second Major/Electives (4)&lt;br&gt;<strong>16 Credits</strong></td>
</tr>
<tr>
<td>4th Year</td>
<td><strong>Student Teaching</strong>&lt;br&gt;<strong>12 Credits</strong></td>
<td><strong>Student Teaching</strong>&lt;br&gt;<strong>12 Credits</strong></td>
</tr>
</tbody>
</table>

**Note:** All courses in the comprehensive program are set in a specific sequence.
### COMPREHENSIVE PROGRAM CHECKLIST

#### LIBERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>COMMUNICATION (6 HOURS)</th>
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<tbody>
<tr>
<td>______ SPED 2030 (3)</td>
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<table>
<thead>
<tr>
<th>MATHEMATICS (6 HOURS)</th>
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<tr>
<td>______ Statistics Course (PSY-PC 2101) (3)</td>
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<tr>
<td>______ Math Elective (3-4) or SAT Exemption</td>
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<table>
<thead>
<tr>
<th>SOCIAL SCIENCE (18 HOURS)</th>
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<tbody>
<tr>
<td>______ American History (3)</td>
<td></td>
</tr>
<tr>
<td>______ EDUC 1020 (3)</td>
<td></td>
</tr>
<tr>
<td>______ PSY-PC 1630 (3)</td>
<td></td>
</tr>
<tr>
<td>______ PSY-PC 2310 (3)</td>
<td></td>
</tr>
<tr>
<td>______ SPED 1010 (3)</td>
<td></td>
</tr>
<tr>
<td>______ SPED 2020 (3)</td>
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</table>

<table>
<thead>
<tr>
<th>CULTURAL STUDIES (3 HOURS)</th>
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<tbody>
<tr>
<td>______ Cultural Studies Course (3)</td>
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<table>
<thead>
<tr>
<th>HUMANITIES (9 HOURS)</th>
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<tr>
<td>______ Humanities Elective (3)</td>
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<tr>
<td>______ Humanities Elective (3)</td>
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<tr>
<td>______ Art or Music Course (3)</td>
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<table>
<thead>
<tr>
<th>NATURAL SCIENCE (7 HOURS)</th>
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<tr>
<td>______ Natural Science with Lab (4)</td>
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<td>______ Natural Science (3)</td>
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<td>MUST BE NON EDUCATION COURSES</td>
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<td>______</td>
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*WRITING REQUIREMENT [6 Hours]*

| ______ ENGLISH 100 or exemption by AP Credit |  |

*All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.*

#### COMPREHENSIVE MAJOR

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<th>COMPREHENSIVE (42 HOURS)</th>
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<tr>
<td>______ SPED 1000 (1)</td>
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<tr>
<td>______ SPED 2010 (3)</td>
<td></td>
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<tr>
<td>______ SPED 2050 (3)</td>
<td></td>
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<td>______ SPED 2110 (3)</td>
<td></td>
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<tr>
<td>______ SPED 2300 (3)</td>
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<tr>
<td>______ SPED 2311 (Fall /3)</td>
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<tr>
<td>______ SPED 2311 (Spring /3)</td>
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<tr>
<td>______ SPED 2330 (3)</td>
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<tr>
<td>______ SPED 2340 (3)</td>
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<tr>
<td>______ SPED 2820 (3)</td>
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<td>______ SPED 2877 (3)</td>
<td></td>
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<tr>
<td>______ SPED 2871 (5)</td>
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<tr>
<td>______ SPED 2030 (3)</td>
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<table>
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<th>STUDENT TEACHING (12 HOURS)</th>
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<tr>
<td>______ Professional Seminar (3)</td>
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<td>______ Student Teaching (9)</td>
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<tr>
<th>SECOND MAJOR OR ELECTIVE CREDIT (6 HOURS)</th>
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### Sample Course Sequence for Special Education Modified Majors

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<tr>
<td><strong>1st Year</strong></td>
<td>Fall</td>
<td>EDUC 1020 (3)</td>
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<td>PSY-PC 1630 (3)</td>
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<td></td>
<td>SPED 1000 (1)</td>
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<td>Liberal Core/Second Major/Electives (6)</td>
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<td><strong>13 Credits</strong></td>
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</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SPED 1010 (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liberal Core/Second Major/Electives (12)</td>
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<tr>
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<td><strong>15 Credits</strong></td>
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<tr>
<td><strong>2nd Year</strong></td>
<td>Fall</td>
<td>SPED 2010 (3)</td>
<td>3</td>
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<td></td>
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<td>SPED 2060 or PSY-PC 2310 (3)</td>
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<td>SPED 2840 (3)</td>
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<td><strong>16 Credits</strong></td>
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<td>SPED 2060 or PSY-PC 2310 (3)</td>
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<td>SPED 2801 (1)</td>
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<td>Liberal Core/Second Major/Electives (9)</td>
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<td><strong>16 Credits</strong></td>
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<tr>
<td><strong>3rd Year</strong></td>
<td>Fall</td>
<td>SPED 2110 (3)</td>
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<td></td>
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<td>SPED Reading 2 (3)</td>
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<td>SPED 2801 (2)</td>
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<td>Liberal Core/Second Major/Electives (9)</td>
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<td><strong>17 Credits</strong></td>
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<tr>
<td></td>
<td>Spring</td>
<td>SPED 2810 (3)</td>
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<td></td>
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<td>SPED Secondary (3)</td>
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<td><strong>15 Credits</strong></td>
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</tr>
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<td><strong>4th Year</strong></td>
<td>Fall</td>
<td>SPED 2877/71 (8)</td>
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<td></td>
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<td>Liberal Core/Second Major/Electives (7)</td>
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<td><strong>16 Credits</strong></td>
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<td>Spring</td>
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<td></td>
<td><strong>12 Credits</strong></td>
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*students who are planning to go abroad may need to complete an extra hour of practicum during this semester*
## MODIFIED PROGRAM CHECKLIST

### LIBERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>COMMUNICATION (6 HOURS)</th>
<th>MODIFIED MAJOR</th>
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<tbody>
<tr>
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<td>MODIFIED (39 HOURS)</td>
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<tr>
<td></td>
<td>SPED 1000 (1)</td>
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<td></td>
<td>SPED 2010 (3)</td>
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<tr>
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<td>SPED 2110 (3)</td>
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<tr>
<td></td>
<td>SPED 2801 (Fall - 2)</td>
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<td>SPED 2801 (Spring – 1/3)</td>
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<td>SPED 2810 (3)</td>
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<td>SPED 2820 (3)</td>
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<td>SPED 2830 (3)</td>
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<td>SPED 2860 (3)</td>
</tr>
<tr>
<td></td>
<td>SPED Secondary Course (3)</td>
</tr>
<tr>
<td></td>
<td>SPED 2877 (3)</td>
</tr>
<tr>
<td></td>
<td>SPED 2871 (5)</td>
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</table>

### SOCIAL SCIENCE (18 HOURS)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>American History (3)</td>
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<tr>
<td>EDUC 1020 (3)</td>
</tr>
<tr>
<td>PSY-PC 1630 (3)</td>
</tr>
<tr>
<td>PSY-PC 2310 (3)</td>
</tr>
<tr>
<td>SPED 1010 (3)</td>
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<td>SPED 2060 (3)</td>
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### CULTURAL STUDIES (3 HOURS)

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### HUMANITIES (9 HOURS)

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<td>Art or Music Course (3)</td>
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### NATURAL SCIENCE (7 HOURS)

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<tr>
<td>Natural Science with Lab (4)</td>
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### ELECTIVE CREDIT (11 HOURS)

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### SECOND MAJOR OR ELECTIVE CREDIT (9 HOURS)

<table>
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<tr>
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</tbody>
</table>

### MODIFIED MAJOR

**All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.**
## Sample Course Sequence for Special Education Vision Majors

<table>
<thead>
<tr>
<th></th>
<th>With Second Major/Electives</th>
<th>Abroad</th>
</tr>
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<tbody>
<tr>
<td><strong>1st Year Fall</strong></td>
<td></td>
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<tr>
<td>EDUC 1020 (3)</td>
<td>PSY-PC 1630 (3)</td>
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<tr>
<td><strong>13 Credits</strong></td>
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<tr>
<td><strong>1st Year Spring</strong></td>
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<tr>
<td>SPED 1010 (3)</td>
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<td>SPED 1010 (3)</td>
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<td>Liberal Core/Second Major/Electives (13)</td>
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<tr>
<td><strong>2nd Year Fall</strong></td>
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<tr>
<td>SPED 2010 (3)</td>
<td>SPED 2030 (3)</td>
<td>SPED 2030 (3)</td>
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<tr>
<td>Liberal Core/Second Major/Electives (9)</td>
<td></td>
<td>SPED 2010 (3)</td>
</tr>
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<td>SPED 2500 (3)</td>
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<tr>
<td><strong>2nd Year Spring</strong></td>
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<tr>
<td>SPED 2020 (3)</td>
<td>PSY-PC 2310 (3)</td>
<td>SPED 2020 (3)</td>
</tr>
<tr>
<td>SPED 2030 (3)</td>
<td>SPED 2030 (3)</td>
<td>PSY-PC 2310 (3)</td>
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<td>Liberal Core/Second Major/Electives (6)</td>
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<td>Liberal Core – Abroad</td>
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<td>SPED 2110/11 (4)</td>
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<td>SPED 2510 (3)</td>
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<td>Liberal Core/Second Major/Electives (5)</td>
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<td><strong>3rd Year Spring</strong></td>
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<td><strong>4th Year Spring</strong></td>
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<tr>
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# VISION PROGRAM CHECKLIST

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<tr>
<th>LIBERAL EDUCATION CORE</th>
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<tbody>
<tr>
<td><strong>COMMUNICATION (6 HOURS)</strong></td>
<td>VISION (41 HOURS)</td>
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<tr>
<td>_____ SPED 2030 (3)</td>
<td>_____ SPED 1000 (1)</td>
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<tr>
<td><strong>MATHEMATICS (6 HOURS)</strong></td>
<td>_____ SPED 2010 (3)</td>
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<tr>
<td>_____ Statistics Course (PSY-PC 2101) (3)</td>
<td>_____ SPED 2110/fieldwork (3/1)</td>
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<tr>
<td>_____ Math Elective (3-4) or SAT Exemption</td>
<td>_____ SPED 2500 (3)</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE (18 HOURS)</strong></td>
<td>_____ SPED 2510 (3)</td>
</tr>
<tr>
<td>_____ American History (3)</td>
<td>_____ SPED 2530 (2)</td>
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<tr>
<td>_____ EDUC 1020 (3)</td>
<td>_____ SPED 2540 (3)</td>
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<tr>
<td>_____ PSY-PC 1630 (3)</td>
<td>_____ SPED 2550 (3)</td>
</tr>
<tr>
<td>_____ PSY-PC 2310 (3)</td>
<td>_____ SPED 2580 (3)</td>
</tr>
<tr>
<td>_____ SPED 1010 (3)</td>
<td>_____ SPED 2810/fieldwork (3/1)</td>
</tr>
<tr>
<td>_____ SPED 2020 (3)</td>
<td>_____ SPED 2820/fieldwork (3/1)</td>
</tr>
<tr>
<td><strong>CULTURAL STUDIES (3 HOURS)</strong></td>
<td>_____ SPED 2877 (3)</td>
</tr>
<tr>
<td>_____ Cultural Studies Course (3)</td>
<td>_____ SPED 2871 (5)</td>
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<td><strong>HUMANITIES (9 HOURS)</strong></td>
<td>_____ SPED 2030 (3)</td>
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<tr>
<td>_____ Humanities Elective (3)</td>
<td><strong>STUDENT TEACHING (12 HOURS)</strong></td>
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<td><strong>SECOND MAJOR OR ELECTIVE CREDIT (7 HOURS)</strong></td>
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<td>_____ SPED 2010 (3)</td>
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<td><strong>ELECTIVE CREDIT (11 HOURS)</strong></td>
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<td>MUST BE NON EDUCATION COURSES</td>
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<td>_____ SPED 2820/fieldwork (3/1)</td>
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<td>_____ SPED 2871 (5)</td>
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</table>
| _____ SPED 2030 (3) | **Note:** All courses in the vision program are set in a specific sequence.

*All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.*
POTENTIAL PEABODY SECOND MAJORS

**Human & Organizational Development [30 Hours]**

- HOD 1100 Small Group Behavior (3)
- HOD 1200 Understand. Org (3)
- HOD 1400 Talent Mgmt & Org Fit (3)
- HOD 1800 Public Policy (3)
- HOD 2930 Senior Project (3)

**Track Core and Track Electives [15 Hours]**

- ________________________________ (3)
- ________________________________ (3)
- ________________________________ (6)

*(See the H&OD major for specific Track Core, Elective Courses & Requirements)*

**Child Development [18 Hours]**

- PSY-PC 1500 Cognitive Devel (3)
- PSY-PC 1750 Soc & Prsnlity Devl (3)
- PSY-PC 2102 Statistical Analysis (3)

One of the following:
- PSY-PC 2250 Infancy (3)
- PSY-PC 2320 Adolescent Devel (3)

Two of the following:
- PSY-PC 2510 Exprmntl Methods (3)
- PSY-PC 2530 Psych Methods (3)
- PSY 208 Prin Exprmntl Design (3)

**Cognitive Studies [21 Hours]**

- PSY-PC 1200 Minds, Brains, Cult. (3)
- PSY-PC 1600 Psych of Thinking (3)

And one of the following:
- PSY-PC 2510 Exprmntl Methods (3)
- PSY 208 Prin Exprmntl Design (3)

**Electives (9 Hours)**

- PSY-PC 1500 Cog Development (3)
- PSY-PC 1700 Soc&Emtnl Cog (3)
- PSY-PC 2100 Topical Seminar (3)

*(Must be different from required PSY-PC course)*
- PSY-PC 1150, 2000, 2560, 2700 or 201, 268
- PSY-PC 2970, 2980, 2990 (limit: 6)

**Child Studies [21 Hours]**

Two of the following:
- PSY-PC 1500 Cog. Aspects Hum. Devl. (3)
- PSY-PC 1750 Soc&Personality Devl. (3)
- PSY-PC 2250 Infancy (3)
- PSY-PC 2320 Adolescent Devel (3)

Two of the following:
- PSY-PC 2100 Topical Seminar (3)
- PSY-PC 2510 Exprmntl Methods (3)
- PSY-PC 2530 Psych Methods (3)
- HOD 1700 Systematic Inquiry (3)

One of the following:
- EDUC 2115 Lang. &Literacy YC (3)
- ENED 2100/ENED 2200 Child Lit. (3)
- PSY-PC 2000 Language Devel. (3)
- SPED 2640 Manual Comm (3)

Two of the following:
- EDUC 2115 (if not used above)
- EDUC 2120 Pmts & Devl. Child. (3)
- EDUC 2920 Soc&Phi of Educ (3)
- ENED 2100/2200 (if not used above)
- HTED 2100/2200 Math Elem. (3)
- HOD 1700 (if not used above)
- HOD 2510 Hlth Service Dlvry Div. (3)
- HOD 2600 Community Devl (3)
- PSY-PC 1300 Cog & Instruction (3)
- PSY-PC 1500 (if not used above)
- PSY-PC 1750 (if not used above)
- PSY-PC 2000 (if not used above)
- PSY-PC 2100 Topical Seminar (3)

*(Must be different from required PSY-PC course)*
- PSY-PC 2102 Statistical Analysis (3)
- PSY-PC 2250 (if not used above)
- PSY-PC 2320 (if not used above)
- PSY-PC 2330 Psychology of Film (3)
- PSY-PC 2470 Comm Psychology (3)
- PSY-PC 2700 Clinical Psychology (3)
- PSY-PC 2970, 2980, 2990 (limit 6 hours in any combination)
- SCED 2200 or SSED 2100
POTENTIAL SECOND TRACK CONCENTRATION

Comprehensive [24 Hours]

________ SPED 2020 (3)
________ SPED 2050 (3)
________ SPED 2300 (3)
________ SPED 2311 (5)
________ SPED 2330 (3)
________ SPED 2340 (3)
________ SPED 2350 (3)

Modified [22 Hours]

________ SPED 2060 (3)
________ SPED 2801 (5)
________ SPED 2810 (3)
________ SPED 2840 (3)
________ SPED Reading 2 (3)
________ SPED Secondary Course (2)
________ SPED 2860 (3)

Vision [20 Hours]

________ SPED 2500 (3)
________ SPED 2510 (3)
________ SPED 2530 (2)
________ SPED 2540 (3)
________ SPED 2550 (3)
________ SPED 2020 (3)
________ SPED 2580 (3)

Note: There is only one major in Special Education but students may have more than one track concentration.
Educational Studies
COURSE REQUIREMENTS FOR THE EDUCATIONAL STUDIES MAJOR  
(Specialization in High Incidence, Comprehensive, Vision, or Overview of Special Education)

A student wishing to graduate with an Educational Studies major must submit a change of major form to the Peabody Office of Records and Registration. This major does not lead to teacher licensure.

| LIBERAL CORE Requirements for the Educational Studies Major in Special Education |
|-----------------------------|-----------------------------|
| COMMUNICATION (6 HOURS)     | LIBERAL CORE ELECTIVE (3)   |
| (COMMUNICATION)             | Any course from the liberal core areas |
| ___ ______________________| ___ ______________________ |
| ___ ______________________| ___ ______________________ |

| MATHEMATICS (6 HOURS)       | SECOND MAJOR, MINOR AND/OR OTHER GENERAL ELECTIVES (52-53 HOURS) |
| ___ ______________________| ___ ______________________ |
| ___ ______________________| ___ ______________________ |

| SOCIAL SCIENCE (15 HOURS)  | ___ ______________________ |
| EDUC 1020 (3)              | ___ ______________________ |
| PSY-PC 1630 or PSY-PC 2320 (3) |
| SPED 1010 (3)              | ___ ______________________ |

* we strongly recommend taking U.S. History as one Social Science elective if there is any possibility of ever applying for licensure

| CULTURAL STUDIES (3 HOURS) |
| ___ ______________________ |

| HUMANITIES (9 HOURS)       |
| ___ ______________________ |
| ___ ______________________ |

* we strongly recommend taking an Art/Music course as one Humanities elective if there is any possibility of ever applying for licensure

| NATURAL SCIENCE (7 HOURS) |
| Natural Science with Lab (4) |
| Natural Science (3) |

*WRITING REQUIREMENT [6 Hours] |
___ ______________________ |
___ ______________________ |
ENGLISH 100 or exemption by AP Credit ___ Test Scores ___

*All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.

MAJOR COURSES

Students following the Educational Studies program in Special education must select a track and follow the major courses outlined below:
# MAJOR COURSE Requirements
for the Educational Studies Major in Special Education

Students follow Liberal Core requirements detailed above and a choice of one of 4 tracks detailed below:

## REQUIRED COURSES for all tracks (6 HOURS)
- **SPED 2010** (3)
- **SPED 2110** (3)

## COMPREHENSIVE Track (16 HOURS)
- **SPED 2020** (3)
- **SPED 2300** (3)
- **SPED 2330** (3)
- **SPED 2340** (3)
- **SPED 2311** (2/ Fall Semester)
- **SPED 2311** (2/ Spring Semester)

## HIGH INCIDENCE Track (16 HOURS)
- **SPED 2810** (3)
- **SPED 2820** (3)
- **SPED 2840** (3)
- **SPED 2830** (3)
- **SPED 2801** (2/ Fall Semester)
- **SPED 2801** (2/ Spring Semester)

## VISION Track (20 HOURS)
- **SPED 2080** (3)
- **SPED 2500** (3)
- **SPED 2510** (3)
- **SPED 2530** (2)
- **SPED 2540** (3)
- **SPED 2550** (3)
- **SPED 2580** (3)

## OVERVIEW OF SPECIAL ED. Track (16-17 HOURS)
- **SPED 2840** (3)
- **SPED 2300** (3)
- **SPED 2500** (3)

*and a choice of:*
- **SPED 2810/2801** (4)
- **SPED 2820/2801** (4)
- **SPED 2830/2801** (4)
- **SPED 2330/2311** (4)
- **SPED 2340/2311** (4)
- **SPED 2510** (3)
- **SPED 2530** (2)

## Note:
All courses in the comprehensive and vision programs are set in a specific sequence.
Teaching and Learning

Majors:
- Early Childhood Education
- Elementary Education
- Secondary Education
Peabody’s Education Majors

For over a century, Peabody’s programs in teacher education have been recognized nationally. The programs differ from that of other schools of education not only because of the excellent quality of course work and multiple practicum experiences, but also because of the well-planned and carefully selected student teaching placements. In addition, nearly every faculty member currently is researching the teaching and learning of children, yielding new information and opportunities to practice newly researched methods of working with children of every need and ability. Peabody faculty members are noted nationally for their expertise and frequent contributions to national publications and professional meetings as well as consulting roles with government agencies in the field of education.

Majors that can lead to a bachelor’s degree and teacher licensure in four years are available in:

- Early Childhood Education (children in preschool through grade 3)
- Elementary Education (children in kindergarten through grade 6)
- Secondary Education (adolescents in grades 7-12)
- Special Education (children in any grade depending on the specialty area)

If programs are carefully planned beginning with the freshman year, all requirements can be met within the usual four-year undergraduate program. In some cases, particularly when a student enters teacher education after the first semester of the freshman year, additional coursework beyond what is normally done within four years may be required.

Most students who enter teacher education at Peabody have worked with children as camp counselors, team coaches, swimming teachers, or volunteers (although such prior experience is not mandatory). Because of the many opportunities to visit schools to observe and have limited participation during some education courses and practica, students gain early insights into the profession of teaching. For those students who complete the program and are licensed in Tennessee, teaching can be possible by interstate contractual agreement in most other states and overseas. Teachers who have graduated from Peabody can be found all over the world teaching children of all ages and abilities, nationalities, religions, socio-economic conditions, and cultures in careers ranging from preschool teachers to school superintendents and state and national officials.

For additional information on licensure, contact:
Michael Jackson, Director of Licensure, Effectiveness, and Accreditation
(Michael.w.jackson@vanderbilt.edu)
BASIC SKILLS REQUIREMENT (PRAXIS I: Pre-Professional Skills Tests)

It is a Tennessee licensure requirement that all students seeking initial teacher licensure at the bachelor’s degree level must demonstrate proficiency in reading comprehension, language arts, and mathematics. Students who apply for admission to a teacher education program (Screening I) must meet this requirement by either (1) attaining an SAT > 1020 or ACT > 22, or (2) passing the PRAXIS I tests (either the paper/pencil version or the computer-based version) before the departments can review their applications. Application materials for the PRAXIS I tests are available online at www.ets.org/praxis.

Students should be aware that attaining the minimum scores does not guarantee admission to Vanderbilt’s teacher education programs. Minimum scores set by the state for PRAXIS I tests are as follows:

<table>
<thead>
<tr>
<th>Paper/Pencil Version</th>
<th>Computerized Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math – 173</td>
<td>Math – 318</td>
</tr>
<tr>
<td>Reading – 174</td>
<td>Reading – 321</td>
</tr>
<tr>
<td>Writing - 173</td>
<td>Writing – 319</td>
</tr>
</tbody>
</table>

SECURITY CLEARANCE REQUIREMENT

Each education student must have security clearance. Fingerprinting must be done during the first two weeks of enrollment at Peabody in order to gain background clearance, as a Vanderbilt student, to be in the presence of PreK-12 children or vulnerable adults. Detailed information about the $42 fingerprinting fee, registration, and procedures is available at http://peabody.vanderbilt.edu/admin-offices/bco/index.php. Peabody’s ORI code is TNCC19116.

Following fingerprinting, the Background Clearance Consent Form must be filed with the Peabody Background Clearance Officer in the Peabody Administration Building. Students, in their role as a Vanderbilt student, may not participate in any activity when PreK-12 students or vulnerable adults are present until their background clearance is finalized at Peabody.

ADMISSION TO THE TEACHER EDUCATION PROGRAM (Screening I)

Each student seeking teacher licensure must be admitted into the teacher education program (Screening I) of the department he/she wishes to enter.

Elementary and Early Childhood Education: The on-line applications must be submitted before the February 1st screening deadline during the spring semester of the sophomore year. However, with consent of the student’s faculty adviser, application for admission into teacher education may be made as late as October 1st of the first semester of the junior year. Students who transfer more than 24 hours to Vanderbilt from another institution must apply for admission into the teacher education program by the screening deadline of their second semester at Vanderbilt.

Secondary Education: Students should apply for Screening I in the semester immediately after they complete the sophomore practicum (EDUC 2340). They must declare a second major before applying for Screening I.
Deadlines to apply for admission into the teacher education program each semester are October 1st and February 1st (Note: If either of these dates fall on a weekend, the deadline is moved to the following Monday).

Students MUST apply for Screening I at least one semester prior to completing Screening II (discussed in the next section).

The on-line application is at www.peabody.vanderbilt.edu/screening. It is the student’s responsibility to complete the application by the deadline, which is enforced. After an initial review in the Office of Teacher Licensure, eligible applications will be forwarded to the appropriate department(s) for faculty review and vote. During the initial Screening I meeting, the faculty will review materials submitted by each applicant as well as discuss each applicant’s performance and participation in coursework and field work. During this initial meeting concerns raised by the faculty will be documented and shared directly with the student(s) concerned. This will enable the student time to address the concerns raised throughout the semester. The final vote by faculty regarding a Screening I application will be taken at the end of the semester in which the student applies for Screening I. Students will be notified of the results of the final departmental vote. Criteria for formal admission to teacher education (Screening I) are:

A. Specific Criteria
1) 1020 SAT or 22 ACT (or passing scores on the PRAXIS I tests)
2) A minimum cumulative grade point average of 2.5 on the 4.0 system.
3) Successful completion of EDUC 1020 and SPED 1010 with a minimum grade of C- in each professional education course.

B. Specific Faculty Evaluation Criteria
These criteria rest on the professional judgment of faculty members. Whether a student meets them or not is determined by a vote of appropriate faculty.
1) Endorsement by the appropriate faculty that the applicant has demonstrated that he/she possesses the academic qualifications expected of Vanderbilt teacher education candidates in areas in which teacher licensure is sought.*
2) Endorsement by the appropriate faculty that the applicant has demonstrated that he/she possesses the personal and character traits expected of Vanderbilt teacher education candidates in the areas in which teacher licensure is sought.*

*An undergraduate student seeking secondary education endorsement must be approved by the Peabody Department of Teaching and Learning and will also be reviewed by the faculty of the College of Arts and Science department in which the student majors for the secondary education endorsement.

Students should be aware that departmental reviews are important steps in the screening process and that admission to the teacher education program and student teaching are not automatic with the attainment of a certain minimum grade point average and the completion of required courses. In the evaluation of a candidate’s suitability for teaching, faculty members take into consideration such things as:
1) **Dependability** (as evidenced by good attendance in classes and practica, as well as the completion of required assignments and procedures on time)
2) **Professional and ethical behavior** (honesty, acceptance of professional responsibility, emotional maturity, etc.)
3) **Attitude and interpersonal skills** (including the ability to work with children and to collaborate with peers as well as intellectual curiosity and a disposition for reflection and self-critique).
4) **Academic competence.** It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses which might cause denial of admission.

**Students seeking teacher licensure must be approved by each department through which licensure is sought.** Secondary licensure candidates should contact an adviser or the Director of Undergraduate Studies in the appropriate Arts and Science department(s), to be informed of any specific departmental requirements or standards beyond the minimum requirements for licensure.

In order to help Department of Teaching and Learning faculty to make these evaluations, Screening I applicants must meet with faculty and individuals from local schools/agencies for a brief interview/review. Following the interview, faculty will submit a form directly to the appropriate program director.

During the Screening I meeting, Department of Teaching and Learning faculty will review materials submitted for each applicant as well as discuss each applicant’s performance and participation in course work and field work. Students will be notified in writing of the results of the departmental vote. In instances where there is a negative decision, a student wishing to appeal must do so in writing to the chairperson of the department denying the application. If the initial decision is upheld and the student wishes to continue the appeal, a written petition should be filed with the Undergraduate Administrative Committee of Peabody College.

**ADMISSION INTO STUDENT TEACHING AND REQUESTING A STUDENT TEACHING PLACEMENT (SCREENING II)**

**FIRST AID AND CPR REQUIREMENT**

To meet state standards, each licensure student must complete first aid and CPR training as a prerequisite to applying for Screening II (admission to student teaching). Information is detailed at [http://peabody.vanderbilt.edu/licensure](http://peabody.vanderbilt.edu/licensure). Training is offered on selected Saturdays in fall and spring semesters at the Vanderbilt Student Recreation Center ([www.vanderbilt.edu/CampusRecreation](http://www.vanderbilt.edu/CampusRecreation)), but may be done at any approved training center. A copy of both first aid and CPR cards must be submitted in the Office of Teacher Licensure prior to or during the Screening II online application process.

**The semester prior to the one in which a student plans to student teach, he/she must apply for student teaching (Screening II) and request student teaching placements.** The student should be enrolled in any remaining required prerequisite courses.

**The deadlines to apply are October 1st and February 1st (Note: if either of these dates falls on a weekend the deadline is moved to the following Monday).**

The screening application form is at [http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/](http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/). The applications will be processed in the Office of Teacher Licensure, and if eligible, forwarded to the appropriate faculty for review and vote. It is the student’s responsibility to complete the application at the appropriate time.

The criteria that must be met for a student to be admitted into student teaching are as follows:

1) Admission to a teacher education program (passing of Screening I)
2) At least second semester junior standing
3) Successful completion (C- or above) in each professional education course prerequisite to student teaching
4) A minimum cumulative grade point average of 2.5 (4.0 scale)
5) First aid and CPR cards copied & submitted before or with Screening II application
6) Satisfactory performance (C- or above) in course work in areas in which teacher licensure is sought (any secondary education major who receives a grade lower than a C- in the second major MUST meet with his/her academic advisor in the Department of Teaching and Learning to discuss implications for Screening II)
7) Approval by the appropriate faculty. (A student seeking a secondary education endorsement must be approved by the Department of Teaching and Learning and is also reviewed by the College of Arts and Science faculty in the department in which the student majors and seeks a second endorsement.)

Students should be aware that departmental reviews are important steps in the screening process and that admission to the teacher education program and student teaching are not automatic with the attainment of a certain minimum grade point average and the completion of required courses. In the evaluation of a candidate’s suitability for teaching, faculty members take into consideration such things as:

1) **Dependability** (as evidenced by good attendance in classes and practica, as well as the completion of required assignments and procedures on time)
2) **Professional and ethical behavior** (honesty, acceptance of professional responsibility, emotional maturity, etc.)
3) **Attitude and interpersonal skills** (including the ability to work with children and to collaborate with peers as well as intellectual curiosity and a disposition for reflection and self-critique).
4) **Academic competence**. It is possible for a student to meet minimum grade point requirements and pass all courses and still have specific academic weaknesses which might cause denial of admission.

Each Screening II application must be accompanied by additional documents. Faculty in the Department of Teaching and Learning require that the following materials be submitted electronically with the Screening II application to:
JJ Street - jj.street@vanderbilt.edu

**NOTE that Secondary Education does not want a resume for Screening II (we’ll get a resume earlier before making placements in practica in the fall semester and we ask for a Letter of Introduction to Parents/Guardians—not a philosophy or teaching statement).**

1) Professional resume (not required for Secondary Education)
2) Statement (addendum) articulating why the student wants to teach (not required for Elementary Education or Secondary Education)
3) Copy of first aid and CPR cards to chris.lafevor@vanderbilt.edu

During the Screening II meeting, faculty in the Department of Teaching and Learning review materials submitted by each applicant, discuss each applicant’s performance and participation in course work and practica, and discuss the type of student teaching placements most appropriate for each applicant given his/her prior experience. Students who are approved to student teach will receive notification of their student teaching placements no later than during the Student Teacher Orientation (Monday before Vanderbilt classes begin on Wednesday for the student teaching semester). There also is a required one-hour orientation with the Office of Teacher Licensure prior to the end of the Screening II semester.
Students who have passed Screening II are assigned two student teaching placements in the Nashville area.

**STUDENT TEACHING**

Students who have passed Screening II to student teach the next semester must register for 12 semester hours of credit (9 hours of student teaching and 3 hours of seminar). State and district policy prohibits student teachers from taking any additional hours during the student teaching semester. **NO OTHER HOURS OR COURSES MAY BE TAKEN WITH STUDENT TEACHING.**

The 15 weeks of full-time student teaching will be divided into two placements. These placements will be based on each student’s major(s) or area(s) of concentration. Required orientations during the student teaching semester are scheduled by the particular program director. Observance of holidays during fall or spring semesters of student teaching is done according to the calendar of the school district where student teaching is performed. This means that the student teacher’s holidays may not coincide with those recognized at Vanderbilt during the student teaching semester. The VU Director of Residential and Judicial Affairs may be of assistance if there are anticipated housing complications during the student teaching semester.

One of the most important benefits to successful student teaching is the weekly supervision and visit from a Peabody supervisor during the student teaching semester. This design for supervision and frequent communication about student teaching performance requires that student teaching placements are within the Nashville area. During the 15-week student teaching semester, students travel daily to their student teaching site and once a week return to Peabody to participate in an afternoon seminar.

To be eligible for a teaching license in Tennessee and other states, a graduate must earn a positive recommendation from the University. The University’s recommendation of a candidate is based upon the following:

1) Maintaining the grade point average required for admission to teacher education (2.5 on a 4.0 scale)

2) Conferral of the bachelor’s degree

3) Achieving at least the minimum required scores on the PRAXIS II examinations. The student must have official score reports sent by ETS to Vanderbilt (code 1871). Testing requirements change frequently; check instructions in the Office of Teacher Licensure before registering to take PRAXIS exams.

4) Receiving positive recommendation from the department(s) of the education major(s) by the faculty as a result of the student teaching experience. (A “Pass” for student teaching does not guarantee a favorable recommendation.)

5) Completing an exit meeting with the Director of Teacher Licensure, including completion of required forms for transcripts and licensure application.

6) First aid and CPR certification done within two years prior to licensure recommendation.

Vanderbilt is accredited by the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). Our teacher education programs also are approved by the Tennessee Department of Education. Some also are approved by national professional organizations corresponding with endorsement programs we offer—such as the National Council of Teachers of English (NCTE).
APPLICATION FOR LICENSURE AND UNIVERSITY RECOMMENDATION FOR LICENSURE

All students completing a teacher education program at Vanderbilt are strongly advised to apply for a teaching license in Tennessee whether or not they plan to teach in this state. In addition, licensure is available in most other states. The student is responsible for applying for licensure through the Peabody Office of Teacher Licensure. Each state has its own set of application forms and procedures for licensure; information is at www.peabody.vanderbilt.edu/licensure. A required exit meeting to complete licensure application forms for Tennessee is scheduled for Monday evening the last week of student teaching.

PRAXIS EXAMS (Vanderbilt Recipient Code is 1871)

All students seeking Tennessee initial teacher licensure must pass required examinations. See the list of required tests for Tennessee at http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/index.php. Students are required to take multiple tests, depending on their endorsement. Go to www.ets.org/praxis to register for the PRAXIS II exams, see testing scheduling options, information about each test, and other information about testing.

Because testing requirements change irregularly and frequently, check with the Office of Teacher Licensure prior to registering for PRAXIS exams. Although passing PRAXIS II exams for licensure is not a graduation requirement, it is required for licensure in Tennessee. Even if a student does not plan to teach in Tennessee, having a Tennessee teaching license serves as a basis upon which applications for licensure can be made in other states where a student is interested in teaching. Vanderbilt does not require that passing PRAXIS II exams is prerequisite to entering student teaching; however, it is recommended that students register for all required tests at the beginning of the senior year to ensure a seat at the preferred testing center and to request financial aid, if desired, from ETS to cover part of the testing fees. Testing early also allows for time to retake any tests, if necessary, and still have passing scores reported prior to graduation. For most endorsements (i.e., elementary, English, Special Education), testing must be done on at least two test dates because there are too many tests to take on only one test date. Most students begin testing prior to the student teaching semester and finish testing during student teaching. Required tests for Tennessee licensure, test dates and registration deadlines are detailed at www.peabody.vanderbilt.edu/licensure.

It is recommended that, for May graduation, all PRAXIS II testing is completed by March so that scores will arrive at Vanderbilt just prior to commencement, allowing the licensure recommendation to be made to state offices as soon as the degree is conferred. Delaying testing later than March causes delay in licensure recommendation, which may cause delays in a graduate’s eligibility to sign a contract for a teaching position in Tennessee or other states.
<table>
<thead>
<tr>
<th>When to Initiate</th>
<th>What Procedure</th>
<th>Where to Initiate</th>
<th>Completed?</th>
</tr>
</thead>
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<tr>
<td>Fall of Freshman Year</td>
<td>Verify Major</td>
<td>Office of Records and Registration</td>
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</tr>
<tr>
<td>Sophomore Year</td>
<td>Declare Second Major (prior to applying for Screening I)</td>
<td>Office of Records and Registration</td>
<td>❑</td>
</tr>
<tr>
<td>Spring of Sophomore Year</td>
<td>Apply for Screening I (at least one semester prior to Screening II application)</td>
<td><a href="http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/">http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/</a></td>
<td>❑</td>
</tr>
<tr>
<td>Semester prior to student teaching</td>
<td>Apply for Screening II</td>
<td><a href="http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/">http://peabody.vanderbilt.edu/admin-offices/teacher-licensure/screening/</a></td>
<td>❑</td>
</tr>
<tr>
<td>Summer before graduation</td>
<td>Register to take PRAXIS exam</td>
<td>Check with Office of Teacher Licensure/Michael W. Jackson <a href="http://www.ets.org/praxis">www.ets.org/praxis</a></td>
<td>❑</td>
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<td>During Senior Year</td>
<td>Job Search</td>
<td>Interfolio (check with the VU Career Center) <a href="http://www.ets.org/praxis">322-8723</a></td>
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<tr>
<td>End of Student Teaching</td>
<td>Exit Meeting</td>
<td>Office of Teacher Licensure</td>
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</table>
Early Childhood Education
 EARLY CHILDHOOD EDUCATION MAJOR  
(Offered by the Department of Teaching and Learning)  

Early Childhood Endorsement (PreK-3)  
The early childhood education program is designed to prepare students for work with children in preschool programs and primary grades (PreK-3). The program’s unique focus on children’s developmental thinking and reasoning prepares majors for work in both school and non-school settings that involve teaching, advocacy, policy, and informal learning opportunities. Beginning in the freshman year students observe and participate in a variety of educational activities in local schools, public agencies, and experimental schools on campus.

All early childhood education majors must complete Liberal Education Core requirements, the Early Childhood Education major, and a non-education major. The non-education major can be any major within Peabody College or the College of Arts and Science.

State regulations governing licensure in early childhood education (PreK-3) require Liberal Education Core courses beyond the 44 semester hours specified for a Peabody degree. Thus the program of studies for an early childhood major (PreK-3) requires a minimum of 60 hours of Liberal Education Core courses instead of 44.

Although degree requirements for the major are outlined in the Undergraduate Catalog, students find it useful to have these requirements organized in worksheet form so they may keep track of their progress. A program of studies worksheet is provided at the end of this section. A schedule plan is also included to provide an overview of the program. In order to ensure completion of degree requirements within 4 academic years, this schedule plan MUST be followed.
Students majoring in early childhood education must have a second major in another field of study. Depending upon the choice of second major, there may be additional courses required for licensure that will increase the total hours required beyond the 120 required for the degree. Students may choose either an interdisciplinary or single discipline major from the following:

**Peabody College Interdisciplinary Majors**
- Child Studies
- Language and Literacy Studies
- Math/Science Studies
- Natural Science Studies
- Second Language Studies
- Social Studies

**Peabody College Single Discipline**
- Child Development
- Cognitive Studies
- Human and Organizational Development

**College of Arts and Science**
- Any major offered by the college

A description and listing of required courses for each of the Peabody Majors are found later in this manual. College of Arts and Science major requirements are listed in the Undergraduate Catalog.

Note: Vanderbilt students seeking Tennessee teacher licensure must apply for licensure through the Vanderbilt Office of Teacher Licensure and **must meet licensure requirements in effect at the time of their graduation** —which may be different from those in effect at the time they entered Vanderbilt. Requirements are currently undergoing change. Teacher licensure candidates are urged to consult the current Vanderbilt Undergraduate Catalog and/or materials published by the Vanderbilt Office of Teacher Licensure each year to keep abreast of possible changes in Tennessee requirements. Students should be aware that the requirements may change after publications of the Handbook and should be alert to notices or reminders sent from advisors or from the Office of Teacher Licensure.

**WARNINGS:**
1) Because many courses for the Early Childhood major are offered once per year it is essential that you follow the suggested schedule plan. Deviation from the suggested schedule will likely require time beyond the usual 4 year Undergraduate program in order to complete required courses.
2) Because this specialization requires more than the minimum 120 hours to graduate and be licensed, students must begin their second major their freshman year.
3) Students need to plan to take more than the normal 15 hours each semester and/or plan to attend summer school in order to graduate within four years.
Liberal Education Core Requirements
For Early Childhood Education Major
(Minimum 60 Credit Hours)
2013-2014

Communications (6 hours)
Required (3 hours)
   ENED 2030 or EDUC 2550
Communications Elective (3 hours)
   Communication Studies: All CMST courses count (except CMST 289 and up)
   Theatre: THTR 100, 115F

Humanities (9 hours) to include:
(the same course may not count for both Communications and Humanities)
One course (3 hours) from the following courses:
   African American and Diaspora Studies: AADS 260
   Arabic: ARA 210B and up
   Chinese: CHIN 202, 211, 212, 241, 242, 251, 252
   Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
   Computer Science: CS 151
   (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, 253W
   Latin: LAT 102 and up (except LAT 289)
   Music: MUSC 100 and up (except 294 and up); MUSL 103 & up (except 147, 160, 171, 289 & up)
   Philosophy: PHIL 100 and up (except 289AB and up)
   Portuguese: PORT 102 and up (except 225, 289 and 294)
   Religious Studies: RLST 107 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, 201-204, 232
   Women’s and Gender Studies: WGS 150, 271

Art and Music (3 hours) from the following:
   Art Studio: ARTS 102 and up (except ARTS 288 and up)
   Classical Studies: CLAS 204-206
   History of Art: HART 110 and up (except HART 288 and up)
   Music Composition: MUSC 100 and up (except MUSC 294 and up)

Literature and Drama for Young Children (3 hours):
   English Education: ENED 2100
Mathematics (9 hours) to include:

Statistics (3 hours):
  Mathematics: MATH 127A or 127B  
  Psychology: PSY-PC 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 course from:  
  MATH 140, 150A, 150B, 155A, 155B  
  MATH 127A or 127B may be used here if not used for the statistics requirement

Mathematics Education (3 hours): MTED 2100

Natural Science (7 hours):
  One Biological Science or Nursing course is required

One lab science (4 or 5 hours) from:  
  Astronomy: ASTR 102 & 103  
  Biological Science: BSCI 100 & 101, 105, 110A & 111A, 110B & 111B or 111C,  
                             118, 218, 219  
  Earth and Environmental Sciences: EES 101 & 111, 103 & 113, 225  
  Nursing: NURS 150, 210A, 210B  
               121A, 121B

And one of the following 3 hours – must be a Biological Sciences or Nursing course if  
  not taken as a lab science:  
  Astronomy: ASTR 102, 201, 203, 205  
  Biological Science: BSCI 100, 110A, 110B  
  Chemistry: CHEM 101A  
  Earth and Environmental Sciences: EES 101, 103, 107, 108, 114  
  Neuroscience: NSC 201  
  Nursing: NURS 231A and NURS 231B  
  Physics: PHYS 110, 113A, 113B, 116A, 116B

Or two lab science courses (8-10 hours) will meet the Natural Science requirement as  
  long as one is a Biological Science or Nursing course.

Cultural Studies (3 hours) one course from the following:  
  African American and Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215,  
                                    221, 230, 260  
  American Studies: AMER 100, 100W  
  Anthropology: ANTH 101, 103, 206, 207, 210, 214, 222, 223, 226, 232, 246-249,  
                  260, 262 - 267  
  Asian Studies: ASIA 211, 212, 240  
  Chinese: CHIN 251, 252  
  Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238  
  Communication Studies: CMST 223, 224, 235  
  Earth & Environmental Sciences: EES 205  
  Economics: ECON 224, 267, 288  
  Education: EDUC 2060, EDUC 2530
European Studies: EUS 201
Film Studies: FILM 211
French: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
Greek: GRK 212
History of Art: HART 120, 222, 238, 241, 242, 251, 252, 253, 256
Human and Organizational Development: HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
Italian: ITA 230
Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255
Latin: LAT 206, 215
Latin American Studies: LAS 201, 260
Medicine, Health and Society: MHS 201
Philosophy: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
Political Science: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
Portuguese: PORT 225
Psychology: Peabody – PSY-PC 2230
Religious Studies: RLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 262
Russian: RUSS 171, 172, 231, 232, 234
Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
Special Education: SPED 2060
Theatre: THTR 216
Women’s and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 - 272

Social Science (9 hours) to include
United States History (3 hours) from the following:
   History: HIST 139 - 144, 166, 169, 173, 174, 258, 259, 261-265, 269-271

Other required Social Science Courses 6 Hours)
   Psychology: PSY-PC 1630
   Social Studies Education: SSED 2100

Liberal Core Elective (17 hours):
   Any course listed to satisfy any area of the Liberal Education Core that is not already being used to fulfill a core area.

   NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.
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 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:

- SAT I Critical Reading and writing combined test score of 1220 or above with a minimum test score of 500 in each component
- ACT English test score of 27 or above and an ACT writing test score of 7 or above
- 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 course numbers end with a [7] (exceptions: EDUC 2117 and EDUC 2217 are not writing courses).

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.
### Early Childhood Education (PreK-3)
#### Schedule for Coursework in Major – Class of 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Sequence</th>
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<tbody>
<tr>
<td></td>
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<td>EDUC 1020 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY-PC 1630 (3)</td>
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<td>Liberal Core, Electives, or 2nd Major (9-10)</td>
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<tr>
<td>First Year</td>
<td>Fall Semester 2013</td>
<td>SPED 1010 (3)</td>
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<td>Liberal Core, Electives, or 2nd Major (12-13)</td>
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<td>Spring Semester 2014</td>
<td>ENED 2100 (3)</td>
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<tr>
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<td>EDUC 2115 (3)</td>
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### Important Notes:
1. Because many required courses are offered on an every other year basis, the above sequence is essential.
2. If you are interested in studying abroad for a semester during the traditional academic year it is imperative that you speak with Prof. Amy Palmeri, the Program Director to plan an appropriate course of study.
Liberal Education Core Progression Checklist  
Early Childhood Major  
[60 Semester Hours Minimum]

COMMUNICATIONS [6 HOURS]  
________ ENED 2030 Fostering Language in Classrooms (3)  
________ Communications Elective (3)

CULTURAL STUDIES [3 HOURS]  
________ Cultural Studies Course (3)

HUMANITIES [9 HOURS]  
________ Humanities Elective (3)  
________ Art, Art History, or Music (3)  
________ ENED 2100 Literature and Drama for Young Children (3)

MATHEMATICS [9 HOURS]  
________ Statistics Course (3)  
________ Math (3-4) or SAT II Test Score Exemption  
________ MTED 2100 Young Children's Mathematical Thinking and Learning (3)

NATURAL SCIENCES [7 Hours - 1 lab science required]  
________ Biological Science (3-4)  
________ Other Natural Science Course (3-4)

SOCIAL SCIENCE [9 HOURS]  
________ American History (3)  
________ PSY-PC 1630 Developmental Psychology (3)  
________ SSED 2100 Scientific and Historical Reasoning in Young Children (3)

ELECTIVES [17 HOURS] Any Non-Education Course

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WRITING REQUIREMENT* [6 Hours]  

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________ ENGLISH 100 or exemption by AP Credit___ Test Scores___

*All Students must successfully complete one W course before their fourth semester  
Before graduation all students must complete a second W course at the 100 or 200 level.
Early Childhood Education/Child Studies Major Checklists

EARLY CHILDHOOD EDUCATION [44 hours]

Foundations Courses [6 hours]
_______ EDUC 1020 Society, the School, and the Teacher (3)
_______ SPED 1010 Introduction to Exceptionality (3)

Pedagogical Courses [24 hours]
_______ EDUC 2117 Methods of Language and Literacy in Early Childhood (3)
_______ EDUC 2140 Learning and Development in Early Childhood Education (3)
_______ EDUC 2150 Science and Social Studies Instruction in Early Grades (3)
_______ EDUC 2180 Managing Instructional Settings for Young Children (2)
_______ HMED 2150 Arts Education for Young Children (2)
_______ MTED 2150 Mathematics Instruction in Early Grades (2)
_______ SPED 2010 Introduction to Instructional Model (3)
_______ SPED 2420 Assessment Procedures for Young Children (3)
_______ SPED 2870/2877 Accommodating Acad Diversity in the Classroom (3)

Field Experiences [14 hours]
_______ EDUC 2116 Practicum Teaching Early Childhd Reading & Lang.Arts (1)
_______ EDUC 2151 Practicum Mathematics, Science, & Social Studies (1)
_______ EDUC 2291 Student Teaching Seminar: Early Childhood (3)
_______ EDUC 2702 Student Teaching in Early Childhood (9)

Second Major in__________________________________________________________ (   )
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Additional Licensure Requirements (if not embedded in second major):
_______ EDUC 2115 Language & Literacy Learning in Young Children (3)
_______ EDUC 2120 Parents and Their Developing Children (3)
POTENTIAL PEABODY SECOND MAJORS

Child Studies [18 additional hours]

Two of the following:

- _____ PSY-PC 1500 Cog. Aspects Hum. Devl. (3)
- _____ PSY-PC 1750 Soc.& Personality Devl. (3)
- _____ PSY-PC 2250 Infancy (3)
- _____ PSY-PC 2320 Adolescent Development (3)

One of the following:

- _____ PSY-PC 2510 Experimental Methods. (3)
- _____ PSY-PC 2530 Psychometric Methods. (3)
- _____ HOD 1700 Systematic Inquiry. (3)

Child Studies Electives (require for licensure)

- _____ EDUC 2115 Lang. & Lit. Young Child (3)
- _____ EDUC 2120 Parents & Dev. Children (3)

And if not taken in the Liberal Core:

- _____ PSY-PC 2101 Introduction to Statistics (3)

Cognitive Studies [30-33 hours]

- _____ PSY-PC 1200 Minds, Brains, Cont. (3)
- _____ PSY-PC 1600 Psychology of Thinking (3)
- _____ PSY-PC 2100 Advanced Seminar (3)

One of the following:

- _____ PSY-PC 2510 Experimental Methods (3)
- _____ PSY 208 Prin. Experimental Dsgn. (3)

Methods of Inquiry [6 hours]

- __________________________________ (3)
- __________________________________ (3)

Cognitive Studies Electives [12 hours]

- __________________________________ (3)
- __________________________________ (3)
- __________________________________ (3)

Child Development [21 additional hours]

- _____ PSY-PC 1500 Cog. Aspects Hum. Devl. (3)
- _____ PSY-PC 1750 Soc.& Personality Devl. (3)
- _____ PSY-PC 2102 Statistical Analysis (3)
- _____ PSY-PC 2250 or 2320 (3)

Two of the following:

- _____ PSY-PC 2510Experimental Methods (3)
- _____ PSY-PC 2530 Psychometric Methods (3)
- _____ PSY-PC 2980 Directed Research (3)
- _____ PSY-PC 2990 Honors Research (3)

Child Development Elective [3 hours]

- _____ EDUC 2120 Parents & Dev. Children (3)

Human & Organizational Development [42 hours]

- _____ HOD 1000 Applied Human Behavior (3)
- _____ HOD 1100 Small Group Behavior (3)
- _____ HOD 1200 Understanding Organizations (3)
- _____ HOD 1700 Systematic Inquiry (3)
- _____ HOD 1800 Public Policy (3)
- _____ HOD 2930 Senior Project (3)

HOD Track Core [9 hours] from one track:

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

HOD Track Electives [6 hours]

- __________________________________ (3)

Student Teaching (9)

Students should always consult their adviser and degree audit for the second major concerning course selections and progression toward major completion.
Elementary Education
ELEMENTARY EDUCATION MAJOR
(offered by the Department of Teaching and Learning)

Elementary Endorsement (K-6)
The elementary education program is designed to prepare students for work with children in grades K-6. Beginning in the freshman year students observe and participate in a variety of educational activities in local schools, public agencies, and experimental schools on campus.

All elementary education majors must complete Liberal Education Core requirements, the Elementary Education Major, and a non-education major. The non-education major can be any major within Peabody College or the College of Arts & Science. Students choosing a second major in Special Education will receive dual licensure in Elementary Education (K-6) and Special Education. Requirements for Peabody second majors are listed at the end of this section.

State licensure regulations, which govern elementary programs, require Liberal Education Core courses beyond the 44 semester hours specified for a Peabody degree. Thus the program of studies for an elementary education major (K-6) will contain a minimum of 60 hours of Liberal Education Core courses instead of 44.

Although degree requirements for the various Peabody majors are outlined in the Undergraduate Catalog, students find it useful to have these requirements organized in worksheet form so they may keep track of their progress. A program of studies worksheet is provided at the end of this section. A schedule plan is included to assist students' planning for experiences like a semester for studying abroad. Choosing the appropriate pathway will ensure that students meet all prerequisites prior to student teaching.

As with other teacher licensure majors, students in elementary education must have a second major in another field of study. Students may choose either an interdisciplinary or a single discipline major from the following:

**Peabody College Interdisciplinary Majors**
- Child Studies
- Language and Literacy Studies
- Math/Science Studies
- Natural Science Studies
- Second Language Studies
- Social Studies

**Peabody College Single Discipline**
- Child Development
- Cognitive Studies
- Human and Organizational Development

**College of Arts and Science Single Discipline**
- Any major offered by the College

A description and listing of required courses for each of the Peabody Majors are found later in this manual. College of Arts and Science major requirements are listed in the Undergraduate Bulletin.

Note: Vanderbilt students seeking Tennessee teacher licensure must apply for licensure through the Vanderbilt Office of Teacher Licensure and must meet licensure requirements in effect at the time of their graduation—which may be different from those in effect at the time they entered Vanderbilt. Requirements are currently undergoing change. Teacher
licensure candidates are urged to consult the current Vanderbilt Undergraduate Catalog and/or materials published by the Vanderbilt Office of Teacher Licensure each year to keep abreast of possible changes in Tennessee requirements. Students should be aware that the requirements may change after publications of the Handbook and should be alert to notices or reminders sent from advisors or from the Office of Teacher Licensure.

WARNING: Because this specialization requires more than the 120 hours to graduate and be licensed, students must begin their second major their freshman year. Students need to plan to take more than the normal 15 hours each semester and/or plan to attend summer school in order to graduate within four years.
Liberal Education Core Progression Checklist
Elementary Education Major
(60 Semester Hours Minimum)
2013-2014

Communications (6 hours):
Required (3 hours)
ENED 2030

Communications Elective (3 hours)
Communications Studies: All CMST courses count (except CMST 289 and up)
Theatre: THTR 100, 115F
Education: EDUC 2550

Humanities (9 hours) to include:
(the same course may not count for both Communications and Humanities)
One course (3 hours) from the following courses:
African American and Diaspora Studies: AADS 260
Arabic: ARA 210B and up
Chinese: CHIN 202, 211, 212, 241, 242, 251, 252
Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
Computer Science: CS 151
(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, 253W
Latin: LAT 102 and up (except LAT 289)
Music: MUSC 100 and up (except 294 and up); MUSL 103 & up (except 147, 160, 171, 289 & up)
Philosophy: PHIL 100 and up (except 289AB and up)
Portuguese: PORT 102 and up (except 225, 289 and 294)
Religious Studies: RLST 107 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, 201-204, 232
Women’s and Gender Studies: WGS 150, 271

Art and Music (3 hours) from the following:
Art Studio: ARTS 102 and up (except ARTS 288 and up)
Classical Studies: CLAS 204-206
History of Art: HART 110 and up (except HART 288 and up)
Music Composition: MUSC 100 and up (except MUSC 294 and up)
Music Literature: MUSL 103 and up (except MUSL 147, 160, 171, 289 and up)

Literature for Children (3 hours):
English Education: ENED 2200
Mathematics (9 hours):

Mathematics Education (3 hours): MTED 2200

AND:

6 hours from:

Psychology: PSY-PC 2101

OR:

One Math course from the list above, and
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.

Natural Science (10 hours):

One course must be a Biological Sciences, Chemistry, Nursing, or Physics course

One lab science (4 hours) from:

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

And one of the following 3 hours:

Astronomy: ASTR 102, 201, 203, 205
Biological Science: BSCI 100, 110A, 110B
Chemistry: CHEM 101A
Earth and Environmental Sciences: EES 101, 103, 107, 108, 114
Neuroscience: NSC 201
Nursing: NURS 231A and NURS 231B
Physics: PHYS 110, 113A, 113B, 116A, 116B

And Science Education (3 hours): SCED 2200

Cultural Studies (3 hours) one course from the following:

African American and Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215,
221, 230, 260
American Studies: AMER 100, 100W
Anthropology: ANTH 101, 103, 206, 207, 210, 214, 222, 223, 226, 232, 246-249,
260, 262 - 267
Asian Studies: ASIA 211, 212, 240
Chinese: CHIN 251, 252
Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
Communication Studies: CMST 223, 224, 235
Earth & Environmental Sciences: EES 205
Economics: ECON 224, 267, 288
Education: EDUC 2060, EDUC 2530
European Studies: EUS 201
Film Studies: FILM 211
French: FREN 209, 210, 215, 218, 234, 239, 251, 255, 258, 261, 269
Greek: GRK 212
History of Art: HART 120, 222, 238, 241, 242, 251, 252, 253, 256
Human and Organizational Development: HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
Italian: ITA 230
Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255
Latin: LAT 206, 215
Latin American Studies: LAS 201, 260
Medicine, Health and Society: MHS 201
Philosophy: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
Political Science: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
Portuguese: PORT 225
Psychology: Peabody – PSY-PC 2230
Religious Studies: RLST 107, 110W, 112, 113, 130, 204W, 206, 219, 220W, 222, 223, 229, 230, 244, 249, 251, 254, 262
Russian: RUSS 171, 172, 231, 232, 234
Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
Special Education: SPED 2060
Theatre: THTR 216
Women's and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 – 272

Social Science (6 hours) to include:
United States History (3 hours) from the following:
  History: HIST 139 - 144, 166, 169, 173, 174, 258, 259, 261-265, 269-271
Other required Social Science Course (3 Hours)
  Psychology: PSY-PC 1630

Liberal Core Elective (16 hours):
Any course listed to satisfy any area of the Liberal Education Core that is not already being used to fulfill a core area.

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.

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 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:

- SAT I Critical Reading and writing combined test score of 1220 or above with a minimum test score of 500 in each component
- ACT English test score of 27 or above and an ACT writing test score of 7 or above
- 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 course numbers end with a [7] (exceptions: EDUC 2117 and EDUC 2217 are not writing courses).

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.
### Elementary Education (K-6)  
**Schedule for Coursework in Major – Class of 2017**

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<th><strong>Regular Sequence</strong></th>
<th><strong>Study Abroad Sequence</strong></th>
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<td>Liberal Core (9-12)</td>
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For those completing ELL minor or second language studies they will add the following:
- Year 2 fall: EDUC 2530, EDUC 2550, EDUC 2571 – 7 hours
- Year 3 spring: EDUC 2540, EDUC 2560, EDUC 2572, and EDUC 2573 – 8 hours (If studying abroad, these courses could slide into Year 2 spring)
Liberal Education Core Progression Checklist
Elementary Education Major

[60 Semester Hours Minimum]

COMMUNICATIONS [6 HOURS]
- ENED 2030 Fostering Language in Classrooms (3)
- Communications Elective (3)

CULTURAL STUDIES [3 HOURS]
- Cultural Studies Course (3)

HUMANITIES [9 HOURS]
- Humanities Elective (3)
- Art, Art History, or Music (3)
- ENED 2200 Literature for Children (3)

MATHEMATICS [9 HOURS]
- Statistics Course (3)
- Math (3-4) or SAT II Test Score Exemption
- MTED 2200 Mathematics for Elementary Teachers (3)

NATURAL SCIENCES [10 Hours - 1 lab science required]
- Natural Science with a Laboratory (4)
- Natural Science (3)
- SCED 2200 Science for Elementary Teachers (3)

SOCIAL SCIENCE [6 HOURS]
- American History (3)
- PSY-PC 1630 Developmental Psychology (3)

ELECTIVES [16 HOURS] Any Non-Education Course

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WRITING REQUIREMENT* [6 Hours]

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- ENGLISH 100 or exemption by AP Credit

*All Students must successfully complete one W course before their fourth semester.
Before graduation all students must complete a second W course at the 100 or 200 level.
Elementary Education Major Checklists

ELEMENTARY EDUCATION [43 hours]

Foundations Courses [9 hours]
- EDUC 1020 Society, the School, and the Teacher (3)
- SPED 1010 Introduction to Exceptionality (3)
- PSY-PC 2310 Educational Psychology (3)

Pedagogical Courses [19 hours]
- EDUC 2215 Theory & Methods of Reading Instruction Elementary (3)
- EDUC 2217 Language Arts in Elementary School (3)
- EDUC 2270 Managing Instructional Settings (2)
- EDUC 2430 Addressing Problems in Literacy Learning (3)
- HMED 2250 Introduction to Arts Education (2)
- MTED 2250 Teaching Mathematics in Elementary Schools (2)
- SCED 2250 Teaching Science in Elementary Schools (2)
- SSED 2210 Teaching Social Studies in Elementary Schools (2)

Field Experiences [15 hours]
- EDUC 2210 Practicum in Elementary Education (1)
- EDUC 2216 Practicum Elementary Reading & Language Arts (1)
- EDUC 2250 Practicum in Elementary Sciences (1)
- EDUC 2290 Student Teaching Seminar: Elementary (3)
- EDUC 2701 Student Teaching in the Elementary School (9)

Required Second Major
in__________________________________________________________

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Note: Many second major courses may also count in the Liberal Education core.

The Liberal Education Core, Elementary Education Major, and Second Major must total a minimum of 120 hours for graduation with the Bachelor of Science degree.
## POTENTIAL PEABODY SECOND MAJORS

### Child Studies [18 additional hours]

Two of the following:
- PSY-PC 1500 Cog. Aspects Hum. Devl. (3)
- PSY-PC 1750 Soc. & Personality Devl. (3)
- PSY-PC 2250 Infancy (3)
- PSY-PC 2320 Adolescent Development (3)

One of the following:
- PSY-PC 2510 Experimental Methods. (3)
- PSY-PC 2530 Psychometric Methods. (3)
- HOD 1700 Systematic Inquiry. (3)

Child Studies Electives [6 hours] (req. for licensure)
- EDUC 2115 Lang&Lit Young Children (3)
- EDUC 21120 Parents & Dev Children (3)

And if not taken in the Liberal Core:
- PSY-PC 2101 Introduction to Statistics (3)

### Cognitive Studies [30-33 hours]

- PSY-PC 1200 Minds, Brains, Cont. (3)
- PSY-PC 1600 Psychology of Thinking (3)
- PSY-PC 2100 Advanced Seminar (3)

One of the following:
- PSY-PC 2510 Experimental Methods (3)
- PSY 208 Prin. Experimental Dsgn. (3)

Methods of Inquiry [6 hours]  
- ____________________________ (3)
- ____________________________ (3)

Cognitive Studies Electives [12 hours]
- ____________________________ (3)
- ____________________________ (3)
- ____________________________ (3)

### Child Development [21 additional hours]

- PSY-PC 1500 Cog. Aspects Hum. Devl. (3)
- PSY-PC 1750 Soc. & Personality Devl. (3)
- PSY-PC 2102 Statistical Analysis (3)
- PSY-PC 2250 or 2320 (3)

Two of the following:
- PSY-PC 2510 Experimental Methods (3)
- PSY-PC 2530 Psychometric Methods (3)
- PSY-PC 2980 Directed Research (3)
- PSY-PC 2990 Honors Research (3)

Child Development Elective [3 hours]
- EDUC 21120 Parents & Dev Children (3)

### Human & Organizational Development [42 hours]

- HOD 1000 Applied Human Behavior (3)
- HOD 1100 Small Group Behavior (3)
- HOD 1200 Understanding Organizations (3)
- HOD 1700 Systematic Inquiry (3)
- HOD 1800 Public Policy (3)
- HOD 2930 Senior Project (3)

HOD Track Core [9 hours] from one track:
- Community Leadership and Development
- Health and Human Services
- International Leadership & Development
- Leadership & Organizational Effectiveness
- Public Policy

HOD Track Electives [6 hours]
- ____________________________ (3)

Student Teaching (9)

---

Students should always consult their adviser and degree audit for the second major concerning course selections and progression toward major completion.
SECONDARY EDUCATION MAJOR
(Offered by the Department of Teaching and Learning)

Secondary Endorsement (7 - 12)
The major in secondary education is designed to prepare students to teach one or more subjects at
the secondary school level (grades 7 – 12). Students must complete Liberal Education Core
requirements, the Secondary Education Major, and an Arts & Science major in at least one
endorsement field, which involves 27 – 36 hours of coursework in the discipline. Students may wish
to add an additional endorsement. Students are required to complete the appropriate methods of
teaching course for each area of endorsement. In addition to completing a content major and the
content based course(s) in the secondary education major, some licensure areas may have
additional requirements as determined by State Licensure criteria.

Undergraduate students applying for admission into the teacher education program (Screening I)
and into student teaching (Screening II) for secondary licensure must be approved by the faculty in
the Department of Teaching and Learning as well as reviewed by the faculties of each Arts &
Science department in which the student is seeking licensure. Students are instructed to consult an
advisor or the Director of Undergraduate Studies in each Arts & Science department involved in
order to be informed of departmental policy on reviewing students for teacher licensure.

Although degree and licensure requirements for the secondary education major are outlined in the
Undergraduate Catalog, students find it useful to have these requirements organized in worksheet
form so they may keep track of their progress. A general program of studies worksheet is provided
in this section, and the Liberal Education Core and Professional Core requirements for the
secondary education major are outlined on it. Specific licensure requirements, above and beyond
the Secondary Education Major and A&S major requirements for the various licensure areas follow
the program of studies worksheet.
Added Endorsements

Added Endorsements within the Social Sciences:
- Majors in economics, political science, psychology, and sociology who are seeking licensure in Secondary Education are required to have an added endorsement in history.
- An individual who seeks primary endorsement in one social science area may add an endorsement in another social science area with the following requirements:
  - For an added endorsement in government, economics, sociology, or psychology you will need 9 hours in that content area.
  - For an added endorsement in history you will need 18 hours of history courses (6 hours of US history, 6 hours of European history, 3 hours of non US, Latin American, or European History, and 3 hours of History 200).

Licensure in Two Content Areas (example uses Mathematics and History):
- Methods course in each content area is required (e.g. MTED 2380 and SSED 2380)
- Practicum in each content area (e.g. MTED 2360 and SSED 2360) not to exceed 45 combined practicum hours.
- Student teaching is split between the two content areas – with one placement in Mathematics and the other in History.
- Student Teaching Seminar will be split. While student teaching in Mathematics you will attend the Math Seminar (MTED 2292), while student teaching in Social Studies you will attend the Social Studies Seminar (SSED 2292)
- Additional licensure in content area(s) by test only. At present, Tennessee law permits a student with 7—12 licensure in one content area to obtain licensure in additional content areas by successfully passing the designated content area Praxis exam(s). To take advantage of this, candidates can petition the state to add an endorsement area after the initial license is issued.

Note: Vanderbilt students seeking Tennessee teacher licensure must apply for licensure through the Vanderbilt Office of Teacher Licensure and must meet licensure requirements in effect at the time of their graduation—which may be different from those in effect at the time they entered Vanderbilt. Requirements are currently undergoing change. Teacher licensure candidates are urged to consult the current Vanderbilt Undergraduate Catalog and/or materials published by the Vanderbilt Office of Teacher Licensure each year to keep abreast of possible changes in Tennessee requirements. Students should be aware that the requirements may change after publications of the Handbook and should be alert to notices or reminders sent from advisors or from the Office of Teacher Licensure.
Liberal Education Core Requirements
For Secondary Education Major
(Minimum 60 Credit Hours)
2013-2014

Communications (6 hours):
Communications Elective (3 hours)
Communications Studies: All CMST courses count (except CMST 289 and up)
Theatre: THTR 100, 115F

Linguistic Diversity (3 hours)
Education: EDUC 2520, EDUC 2550

Humanities [9 hours (3 courses) and two fields required] to include:
African American and Diaspora Studies: AADS 260
Arabic: ARA 210B and up
Chinese: CHIN 202, 211, 212, 241, 242, 251, 252
Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
Computer Science: CS 151
English: 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, 253W
Latin: LAT 102 and up (except LAT 289)
Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 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 107 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, 201-204, 232
Women’s and Gender Studies: WGS 150, 271

Mathematics (6 hours):
Psychology: PSY-PC 2101

Or: One Math course from the list above
And

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.
Natural Science (7 hours):
One lab science (4 or 5 hours) from:
Astronomy: ASTR 102 & 103
Biological Science: BSCI 100 and 101A, 105, 110A & 111A, 110B & 111B, 118, 218, 219
Earth and Environmental Sciences: EES 101 & 111,103 & 113, 225
Nursing: NURS 150, 210A, 210B

And one of the following 3 hours:
Astronomy: ASTR 102, 201, 203, 205
Biological Science: BSCI 110A, 110B
Chemistry: CHEM 101A
Earth and Environmental Sciences: EES 100, 101, 103, 107, 108, 114
Neuroscience: NSC 201
Nursing: NURS 231A and NURS 231B
Physics: PHYS 110, 113A, 113B, 116A, 116B,

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

Cultural Studies (3 hours) one course from the following:

African American and Diaspora Studies: AADS 101, 110, 120, 200, 201, 210, 215, 221, 230, 260
American Studies: AMER 100, 100W
Asian Studies: ASIA 211, 212, 240
Chinese: CHIN 251, 252
Classical Studies: CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
Communication Studies: CMST 223, 224, 235
Earth & Environmental Sciences: EES 205
Economics: ECON 224, 267, 288
Education: EDUC 2060, 2030, 2530
European Studies: EUS 201
Film Studies: FILM 211
French: FREN 209, 215, 218, 234, 239, 251, 255, 258, 261, 269
Greek: GRK 212
History of Art: HART 120, 222, 238, 241, 242, 251, 252, 253, 256
Human and Organizational Development: HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
Italian: ITA 230
Jewish Studies: JS 120, 135W, 155, 156, 245, 250, 251, 252, 253W, 254, 255
Latin: LAT 206, 215
Latin American Studies: LAS 201, 260
Medicine, Health and Society: MHS 201
Philosophy: PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
Political Science: PSCI 101, 102, 205, 206, 213 - 219, 228, 230, 247, 263
Portuguese: PORT 225
Psychology: Peabody – PSY-PC 2230
Russian: RUSS 171, 172, 231, 232, 234
Spanish: SPAN 202, 204, 208, 221, 226, 231, 235, 243, 244
Special Education: SPED 2060
Theatre: THTR 216
Women’s and Gender Studies: WGS 150, 201, 212, 226, 240, 243, 267 - 272

Social Science (6 hours) to include:
United States History (3 hours) from the following:
    History: HIST 139 - 144, 166, 169, 173, 174, 258, 259, 261-265, 269-271
Other required Social Science Course (3 Hours)
    Psychology: PSY-PC 2320

Liberal Core Elective (23 hours):
Any course listed to satisfy any area of the Liberal Education Core that is not already being used to fulfill a core area.

NOTES. Special topic courses are not ordinarily acceptable to meet liberal education core requirements. These courses require prior approval as substitute courses. Independent study courses are not acceptable to meet Liberal Education Core requirements.

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 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:

- SAT I Critical Reading and writing combined test score of 1220 or above with a minimum test score of 500 in each component
- ACT English test score of 27 or above and an ACT writing test score of 7 or above
- 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 course numbers end with a [7] (exceptions: EDUC 2117 and EDUC 2217 are not writing courses).

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.
## Secondary Education (7-12) Schedule for Coursework in Major

<table>
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<tr>
<th>Semester</th>
<th>English Education</th>
<th>Mathematics Education</th>
<th>Science Education</th>
<th>Social Studies Education</th>
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<td><strong>First Year</strong></td>
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<tr>
<td>Fall 2013</td>
<td>EDUC 1020 (3)</td>
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<td>Liberal Core and 2nd Major (12-15 hrs)</td>
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<td>Spring 2014</td>
<td>SPED 1010 (3)</td>
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<td><strong>Second Year</strong></td>
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<td>Fall 2014</td>
<td>PSY-PC 2320 (3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320 (3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320(3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320(3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
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<td>Liberal Core and 2nd Major (12-15 hrs)</td>
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<td>Spring 2015</td>
<td>PSY-PC 2320 (3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320(3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320(3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
<td>PSY-PC 2320(3) &amp; EDUC 2340 (1) OR EDUC 2920 (3)</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>Fall 2015</td>
<td>EDUC 2520 (3) ENED 2320 (3) ENED 2280 (3) EDUC 2350 (1) or spring Liberal Core, 2nd Major &amp; Electives (6-9 hrs)</td>
<td>EDUC 2520 (3) MTED 2320 (3) EDUC 2350 (1) or spring Liberal Core, 2nd Major &amp; Electives (9-12 hrs)</td>
<td>EDUC 2520 (3) SCED 2320 (3) EDUC 2350 (1) or spring Liberal Core, 2nd Major &amp; Electives (9-12 hrs)</td>
<td>EDUC 2520 (3) EDUC 2400 (3) EDUC 2350 (1) or spring Liberal Core, 2nd Major &amp; Electives (9-12 hrs)</td>
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<td>Spring 2016</td>
<td>ENED 2920 (3) EDUC 2350 (1) or Fall Liberal Core, 2nd Major, &amp; Electives (12-15 hrs)</td>
<td>EDUC 2350 (1) or Fall Liberal Core, 2nd Major, &amp; Electives (15-18 hrs)</td>
<td>EDUC 2350 (1) or Fall Liberal Core, 2nd Major, &amp; Electives (15-18 hrs)</td>
<td>EDUC 2350 (1) or Fall Liberal Core, 2nd Major, &amp; Electives (15-18 hrs)</td>
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<td><strong>Fourth Year</strong></td>
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<td>Fall 2016</td>
<td>EDUC 2310 (3) ENED 2360 (1) ENED 2370 (3) ENED 2380 (3) 2nd Major and Electives (5-8 hrs)</td>
<td>EDUC 2310 (3) MTED 2360 (1) MTED 2370 (3) SSED 2320 (3) 2nd Major and Electives (9-11 hrs)</td>
<td>EDUC 2310 (3) SCED 2360 (1) SCED 2370 (3) SSED 2320 (3) 2nd Major and Electives (9-11 hrs)</td>
<td>EDUC 2310 (3) SSED 2320 (3) SSED 2360 (1) SSED 2320 (3) SSED 2370 (3) 2nd Major and Electives (6-8 hrs)</td>
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<tr>
<td>Spring 2017</td>
<td>EDUC 2703 (9) ENED 2292 (3)</td>
<td>EDUC 2703 (9) MTED 2292 (3)</td>
<td>EDUC 2703 (9) SCED 2292 (3)</td>
<td>EDUC 2703 (9) SSED 2292 (3)</td>
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**NOTE:** When planning a study abroad semester, move any courses listed in bold for the spring semester of the third year to an earlier semester. EDUC 2520 is the required course. However, students seeking ESL endorsement may use EDUC 2530 to meet this requirement.
### BIOLOGICAL SCIENCES
- Completed Biological Science Major
- 3 Credit Hours of Ecology, Botany, or Zoology
- 8 Credit Hours of General Chemistry
- 8 Credit Hours of Organic Chemistry
- 4 Credit Hours of Introductory or General Physics
- 3 Credit Hours of Environmental Geology
- 3 Credit Hours of Calculus

### CHEMISTRY
- Completed Chemistry Major (Program A)
- 8 Credit Hours of General Physics
- 4 Credit Hours of General Biology
- 3 Credit Hours of Environmental Geology
- 6 Credit Hours of Calculus

### EARTH & ENVIRONMENTAL SCIENCES
- Completed Earth & Environmental Science Major
- 8 Credit Hours of General Chemistry
- 4 Credit Hours of Introductory or General Physics
- 3 Credit Hours of Atmospheric Physics
- 4 Credit Hours of Introductory Astronomy
- 4 Credit Hours of General Biology
- 3 Credit Hours of Calculus

### ECONOMICS
- Completed Economics Major
- 6 Credit Hours of United States History
- History 200
- 3 Credit Hours of Human Geography (SSED 2400)
- Second Area of Endorsement in History
  - Fulfilled by above History Courses and the following additional History Coursework:
    - 6 Credit Hours of European History from HIST 135, 136, 160, 223-227
    - 3 Credit Hours of History that is not United States, Latin American, or European

### ENGLISH
- Completed English Major (Program 1)
- 3 Credit Hours of Shakespeare
- 3 Credit Hours of Advanced Writing
- 3 Credit Hours of Language Study in Secondary Classrooms (ENED 2280)
- 3 Credit Hours of Literature for Adolescents (ENED 2920)
- Two Semesters of College coursework in a Foreign Language

### HISTORY
- Completed History Major (US or European)
- 6 Credit Hours of United States History
- 6 Credit Hours of European History from HIST 135, 136, 160, 223-227
- 3 Credit Hours in that is not United States, Latin American, or European History
- 3 Credit Hours of Human Geography (SSED 2400)
- 9 Credit Hours of Social Science Electives from Economics, Geography, Political Science, or Sociology
**ADDITIONAL LICENSURE REQUIREMENTS IN CONTENT AREAS**

*These are subject to change as state licensing requirements change*

### MATHEMATICS
- Completed Mathematics Major (in order to stay on track the first and second year calculus sequence must be completed by the end of the sophomore year)
- The following courses to be embedded in the Mathematics Major are specifically required:
  - MATH 204 (Spring sophomore year)
  - MATH 215 (fall Junior year)
  - MATH 218 and MATH 218L (Spring Junior Year)
  - MATH 221 (Spring Junior year)
  - MATH 240 (Fall Senior year)
  - MATH 250 (Spring Junior year)
  - MATH 252 (Fall senior year)
- 3 Credit Hours of MTED 2800 (Fall Sophomore year)

### PHYSICS
- Completed Physics Major
- 8 Credit Hours of General Chemistry
- 4 Credit Hours of General Biology
- 3-4 Credit Hours of Environmental Geology or Earth Systems Science

### POLITICAL SCIENCE
- Completed Political Science Major
- 6 Credit Hours of United States History
  - History 200
  - 3 Credit Hours of Human Geography (SSED 2400)
- Second Area of Endorsement in History
- Fulfilled by above History Courses and the following additional History Coursework:
  - 6 Credit Hours of European History from HIST 135, 136, 160, 223-227
  - 3 Credit Hours of History that is not United States, Latin American, or European

### PSYCHOLOGY
- Completed Psychology Major
- 6 Credit Hours of United States History
  - History 200
  - 3 Credit Hours of Human Geography (SSED 2400)
- Second Area of Endorsement in History
- Fulfilled by above History Courses and the following additional History Coursework:
  - 6 Credit Hours of European History from HIST 135, 136, 160, 223-227
  - 3 Credit Hours of History that is not United States, Latin American, or European

### SOCIOLOGY
- Completed Sociology Major
- 6 Credit Hours of United States History
  - History 200
  - 3 Credit Hours of Human Geography (SSED 2400)
- Second Area of Endorsement in History
- Fulfilled by above History Courses and the following additional History Coursework:
  - 6 Credit Hours of European History from HIST 135, 136, 160, 223-227
  - 3 Credit Hours of History that is not United States, Latin American, or European
COMMUNICATIONS [6 HOURS]
   _______ Communications Elective (3)
   _______ EDUC 2520 Teaching Linguistically Diverse Students (For those seeking the ELL endorsement you will take EDUC 2530 instead (3)

CULTURAL STUDIES [3 HOURS]
   _______ Cultural Studies Course (3)

HUMANITIES – Two Subject Areas – 3 Courses [9 HOURS minimum]
   _______ Humanities selection course 1
   _______ Humanities selection course 2
   _______ Humanities selection course 3

MATHEMATICS [6 HOURS]
   _______ Math/Statistics Course (3)
   _______ Math (3-4) or SAT Test Score Exemption

NATURAL SCIENCES [7 Hours - 1 lab science required]
   _______ Natural Science (4)
   _______ Natural Science (3-4)

SOCIAL SCIENCE [6 HOURS]
   _______ American History (3)
   _______ PSY-PC 2320 Adolescent Psychology (3)

ELECTIVES [16 HOURS] Any Non-Education Course

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WRITING REQUIREMENT* [6 Hours]

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   _______ ENGLISH 100 or exemption by AP Credit ___ Test Scores ___

*All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.
Secondary Education Major Checklists

Secondary Math [36 hours]
Secondary Social Science [36 hours]
Secondary English [39 hours]

Foundation Courses [12 hours]
- EDUC 1020 Society, the School, and the Teacher
- EDUC 2520 Teaching Linguistically Diverse Students
- EDUC 2920 Social &Philosophical Aspects of Education
- SPED 1010 Introduction to Exceptionality

Pedagogical Courses [9-12 hours]
- EDUC 2310 Teaching in Secondary Schools
- ENED/MTED/SCED/SED 2320 Content Literacy
- ENED/MTED/SCED/SED 2370 Content Methods
- ENED 2380 Seminar English Educ. (English 2nd majors only)

Field Experiences [15 hours]
- EDUC 2340 Practicum in Secondary Education I
- EDUC 2350 Practicum in Secondary Education II
- ENED/MTED/SCED/SED 2360 Practicum SED III
- ENED/MTED/SCED/SED 2292 Professional Seminar
- EDUC 2703 Student Teaching in the Secondary School

Required Second Major in

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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Note: Many second major courses may also count in the Liberal Education core. Students must consult their Arts and Science second major advisor and degree audit regarding completion of the second major requirements. Also refer to the Additional Licensure Requirements on the following pages.

The Liberal Education Core, Elementary Education Major, and Second Major must total a minimum of 120 hours for graduation with the Bachelor of Science degree.
Educational Studies
REQUIREMENTS FOR THE EDUCATIONAL STUDIES MAJOR

(Specialization in Early Childhood Education, Elementary Education, or Secondary Education)

A student wishing to graduate with an Educational Studies major must submit a change of major form to the Peabody Office of Records and Registration. This major does not lead to Teacher Licensure.

Liberal Education Core (40 hours)
Communications (6 hours)
Humanities (9 hours)
Mathematics (6 hours)
Natural Science (7 hours)
Cultural Studies (3 hours)
Social Science (6 hours)
Electives (3 hours)

Major Core and Specialization (27-32 hours)
Required Core (9 hours):
EDUC 1020, SPED 1010, and PSY-PC 1630 or PSY-PC 2320
Area of Specialization (18 – 23 hours as specified below)

Second Major, Minor, and other General Electives (48-53 hours)

Minimum hours required for the Bachelor of Science degree totals 120

Areas of specialization within Educational Studies Major:

Early Childhood Specialization (21 hours)
EDUC 2115 Literacy Development in Young Children
EDUC 2116 ECE Practicum: Language and Literacy
EDUC 2117 Methods in Language Development and Beginning Reading
EDUC 2150 Science, Social Studies Inst. in the Early Grades
MTED 2150 Mathematics Instruction in the Early Grades
EDUC 2151 ECE Practicum: Math, Science, Social Studies
HMED 2150 Introduction to Arts Education

Plus two of:
EDUC 2120 Parents and their Developing Children
EDUC 2140 Learning and Development in Early Childhood Education
Other approved electives
Elementary Specialization (23 hours)
   EDUC 2215 Reading in Elementary Schools
   EDUC 2217 Language Arts in Elementary Schools
   EDUC 2430 Addressing Problems in Literacy Learning
   MTED 2250 Teaching Mathematics in Elementary Schools
   SSED 2210 Teaching Social Studies in Elementary Schools
   SCED 2250 Teaching Science in Elementary Schools
   HMED 2250 Introduction to Arts Education
   EDUC 2210 ELE Practicum: Social Studies
   EDUC 2216 ELE Practicum: Language and Literacy
   EDUC 2250 ELE Practicum: Mathematics and Science
   PSY-PC 2310 Educational Psychology

Secondary Specialization (18 hours)
   EDUC 2310 Teaching in Secondary Schools
   EDUC 2520 Foundations for Teaching Linguistically Diverse Students
   EDUC 2920 Foundations of Education
   ENED/FLED/SCED/MTED/SSED 2320 (may still have a 2690 number)
   FLED/SCED/MTED/SSED 2370 or ENED 2380 Teaching Methods
   EDUC 2340 Practicum in Secondary Education I
   EDUC 2350 Practicum in Secondary Education II
   ENED/FLED/SCED/MTED/SSED 2360 Practicum in Secondary Education III
   Plus 3 hours of electives
Interdisciplinary Majors
INTERDISCIPLINARY MAJORS SPONSORED BY
THE DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning sponsors a variety of interdisciplinary majors that are best suited for those students majoring in Elementary Education. However, these majors are available to any Peabody College student as a second major.

Specifically, the following interdisciplinary majors are available:

- Language and Literacy Studies
- Mathematics and Science Studies
- Natural Science Studies
- Second Language Studies
- Social Studies focused on Anthropology
- Social Studies focused on Economics
- Social Studies focused on United States History
- Social Studies focused on European History
- Social Studies focused on American Politics
- Social Studies focused on World Politics
- Social Studies focused on Sociology

Program of study sheets for each of these interdisciplinary majors are included in this section. For more information, contact Professor Catherine McTamaney, Director of Undergraduate Studies in the Department of Teaching and Learning.
Language and Literacy Studies (36 hours)

COMMUNICATIONS
6 hours from:
  CMST 100 Fundamentals of Public Speaking
  CMST 101 Interpersonal Communications

ENGLISH
9 hours from:
  ENGL102W, 117W or 118W and 116W and 200 and above

EDUCATION
9 hours from:
  ENED 2100, 2200 or 2920 (3 hours)
  ENED 2280 (3 hours)
  ENED 2030, SPED 2030 or PSY-PC 2000 (3 hours)

ADDITIONAL COURSES
12 hours from two areas:
  ANTH 105 Introduction to Language and Culture
  ANTH 201 Introduction to Linguistics
  ANTH 203 Anthropological Linguistics
  ANTH 219 Comparative Writing Systems
  CMST 210 Rhetoric of Civic Life
  CMST 220 Rhetoric of American Experience, 1640-1865
  CMST 221 Rhetoric of American Experience, 1865-1945
  CMST 223 Values of Modern Communication
  CMST 225 Rhetoric of the American Experience 1945-Present
  CMST 241 Rhetoric of Mass Media
  PHIL102 General Logic
  PSCI 242 Political Communication
  THTR 100 Fundamentals of Theatre
Mathematics and Science Studies (35-37 hours)

BIOLOGICAL SCIENCES
4 hours from:
  BSCI 100 and 101, Biology Today
  BSCI 105, Human Biology
  BSCI 110a and 111a, or BSCI 110b and 111b, Introduction to Biological Sciences
  BSCI 118, Green Earth, the Biodiversity and Evolution of Green Plants

CHEMISTRY
4 hours from:
  CHEM100a and 101a, or CHEM 100b and 101b, Introductory Chemistry
  CHEM 102a and 104a, or CHEM 102b and 104b, General Chemistry

PHYSICS
4 hours from:
  PHYS 110 and 111, Introductory Physics
  PHYS 116a and 118a or 116b and 118b, General Physics

EARTH AND SPACE SCIENCES
3-4 hours from:
  ASTR 102 and103, Introductory Astronomy: Stars and Galaxies
  EES 101 and 111, The Dynamic Earth
  EES 103 and 113, Oceanography
  EES 108, Earth and Atmosphere
  EES 114W, Ecology, Evolution, and Climate through Time

HISTORY/ PHILOSOPHY OF SCIENCE
3 hours from:
  ASTR 203, Theories of the Universe
  HIST 280, Modern Medicine
  PHIL 244, Philosophy and the Natural Sciences

CALCULUS
8-9 hours from:
  MATH 150a, 150b, and 170, Single-Variable Calculus I, II, and III
  MATH 155a and 155b, Accelerated Single-Variable Calculus I and II

PROBABILITY AND STATISTICS
3 hours from:
  MATH 215, Discrete Mathematics
  MATH 218, Introduction to Probability and Mathematics Statistics
  PSY-PC 2101 Introduction to Statistical Analysis

GEOMETRY
3 hours from:
  MATH 240, Transformation Geometry
  MATH 242, Introduction to Topology
  MATH 250, Introduction to Mathematical Logic

ALGEBRA
3 hours from:
  MATH 194, Methods of Linear Algebra
  MATH 204, Linear Algebra,
  MATH 223, Abstract Algebra
Natural Science Studies (35-36 Hours)

BIOLOGICAL SCIENCES
8 hours from:
- BSCI 100/101, Biology Today
- BSCI 105, Human Biology
- BSCI 110a and 111a, and/or 110b and 111b, Introduction to Biological Sciences
- BSCI 118, Green Earth, the Biodiversity and Evolution of Green Plants

CHEMISTRY
8 hours from:
- CHEM 100a and 101a, and/or 100b/101b, Introductory Chemistry
- CHEM 102a and 104a and/or 102b and 104b, General Chemistry

PHYSICS
4 hours from:
- PHYS 110 and 111, Introductory Physics
- PHYS 116a/118a or 116b and 118b, General Physics

EARTH AND SPACE SCIENCES
3-4 hours from:
- ASTR 102/103 Introductory Astronomy: Stars and Galaxies
- EES 101 and 111, The Dynamic Earth
- EES 103 and 113, Oceanography
- EES 108 Earth and Atmosphere
- EES 114W, Ecology, Evolution, and Climate through Time

HISTORY/PHILOSOPHY OF SCIENCE
3 hours from:
- ASTR 203, Theories of the Universe
- HIST 280, Modern Medicine
- PHIL 244, Philosophy and the Natural Sciences

ELECTIVES
9 hour (3 additional courses) in Astronomy, Biological Science, Chemistry, Earth and Environmental Science, Physics or History and Philosophy
Second Language Studies (36 hours)

EDUCATION
9 hours from:
- EDUC 2530, ELL Educational Foundations
- EDUC 2550, Linguistics and Language Acquisition for ELL teachers
- ENGL 118W, Introduction to Literary and Cultural Analysis

PSYCHOLOGY
3 hours from:
- PSY-PC 1630, Developmental Psychology
- PSY-PC 2310, Educational Psychology

LINGUISTICS
3 hours from:
- ANTH 101 Introduction to Linguistics
- ENED 2030 Fostering Language in Diverse Classrooms
- SPED 2030 Introduction to Language and Communication.

FOREIGN LANGUAGE
9 hours of language courses from: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, or Spanish

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

For elementary or early childhood majors seeking an added endorsement in ELL, in addition to the above major requirements the following 9 hours are required:
- EDUC 2540, ELL Methods and Materials (3 hours)
- EDUC 2560, Assessment of ELL (3 hours)
- EDUC 2571, 2572, and 2573, Practicum for ELL (3 hours)
Social Studies (36 hours)

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

**Anthropology**
9 hours from:
- ANTH 101, Introduction to Anthropology
- ANTH 103, Introduction to Biological Anthropology
- ANTH 104, Introduction to Archaeology

9 hours in specified courses:
- A Comparative Anthropology and Anthropological Theory Course (3 hours)
- An Archaeology and Physical Anthropology Course (3 hours)
- An Ethnography, Ethnohistory, and Linguistics Course (3 hours)
- Six courses (18 hours) drawn from at least three areas: Economics, History, Political Science, and Sociology

**Economics**
9 hours required from:
- ECON 100, Principles of Macroeconomics
- ECON 101, Principles of Microeconomics;
- ECON150, Economic Statistics

Additional 9 hours in Economics Courses

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

**United States History**
6 hours from:
- HIST 139, America to 1776
- HIST 140, US 1776-1877
- HIST 141, U.S. 1877-1945
- HIST 142, US Post 1945

Additional four courses (12 hours) on United States History courses from:
HIST 139-144, 166, 169, 172, 173, 258, 259, 261-265, 269-271, 292)

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, Political Science, and Sociology
**European History**
6 hours from:
- HIST 135, History of Western Civilization to 1700
- HIST 136, History of Western Civilization since 1700

Additional four courses on European History from:
- HIST 160, 209, 210, 222-241

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

**American Politics**
3 hours from:
- PSCI 100, Intro. To American Government and Politics

Any five (15 hours) of the following PSCI courses: 204, 222, 240-262

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

**World Politics**
3 hours from:
- PSCI 101, Introduction to Comparative Politics
- PSCI 102, Introduction to International Politics

Any five (15 hours) of the following PSCI courses: 210-228 and 224-236

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

**Sociology**
6 hours from
- SOC 101 Introduction to Sociology or SOC 102, Contemporary Social Problems (3 hours)
- SOC 201 Sociological Perspectives (3 hours)

4 courses (12 hours) 3 hours from each of the following areas:
- A Sociology course drawn from the core area of Crime, Law, and Deviance
- A Sociology course drawn from the core area of Organizations, Politics, and Inequality
- A Sociology course drawn from the core area of Family, Medicine, and Mental Health
- A Sociology course drawn from the core area of Culture and Social Change

Six courses (18 hours) drawn from at least three areas: Anthropology, Economics, History, and Political Science
Peabody Minors
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 other major or minor. 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, or downloaded from: http://peabody.vanderbilt.edu/registrar_forms/forms_for_download.xml

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.

Human and Organizational Development majors cannot declare Managerial Studies: Leadership and Organizations as a minor.

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:

Psychology and Human Development:
  Child Development
  Cognitive Studies
  Quantative Methods

Teaching and Learning:
  Educational Studies
  Reading/Literacy Education
  Teaching Linguistically Diverse Students

Human and Organizational Development

Special Education
CHILD DEVELOPMENT

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

**Required Courses:**
- PSY-PC 1630  Developmental Psychology  3
- PSY-PC 2101  Introduction to Statistical Analysis  3
  (may be taken as part of the Liberal Education Core)
- One of the following:  3
  - PSY-PC 1500 Cognitive Aspects of Human Development
  - PSY-PC 1750 Social and Personality Development
- One of the following:  3
  - PSY-PC 2250 Infancy
  - PSY-PC 2320 Adolescent Development
- One of the following:  3
  - PSY-PC 2510 Experimental Research Methods
  - PSY-PC 2530 Psychometric Methods
  - PSY 208 Research 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:**
- PSY-PC 1200/1207  Minds, Brains, Contexts, and Cultures  6
- PSY-PC 1600/1607  Psychology of Thinking or PSY 225 Cognitive Psychology
- 3 courses from the following:  9
  - ANTH 201 Introduction to Linguistics
  - ENED 2030 Fostering Language in Classrooms
  - PSY-PC 1150/1157  Freshman Seminar
  - PSY-PC 1500  Cognitive Aspects of Human Development
  - PSY-PC 1700  Social and Emotional Context of Cognition
  - PSY-PC 1750  Social and Personality Development
  - PSY-PC 2000  Language Development
  - PSY-PC 2100  Advanced Topical Seminar (may be repeated providing no duplication of content)
- PSY 253  Human Memory
- PSY 268  Health Psychology
- PSY-PC 2700  Introduction to Clinical Psychology
- PSY-PC 2980  Directed Research (may not be repeated for minor credit)
- SPED 2030  Introduction to Language and Communication

**Total Hours in the Minor**  15
QUANTITATIVE METHODS

Quantitative skills are highly valued in a variety of fields. Training provided by the quantitative methods minor can provide a competitive edge on the job market or for future graduate study.

Many advances in quantitative methods used in the social sciences and education are not covered in standard undergraduate introductory statistics courses. This minor exposes students to more recent developments in quantitative methods with concrete applications to practice. Emphasis is on application of methods to real social science data and interpretation of results. The quantitative methods minor helps students become better consumers and producers of scientific research. Students will have the opportunity to learn from leading experts in measurement and the statistical analysis of social science data.

Structure of the Minor

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

- PSY-PC 2101: Introduction to Statistical Analysis OR PSY 209: Quantitative Methods (3 credits; required)*
- AND PSY-PC 2102: Statistical Analysis (3 credits; required)*

The Quantitative Methods minor is an 18-hour minor. The 18 hours include both PSY-PC-2101 (or PSY 209) and PSY-PC 2102, and these serve as the prerequisites for the electives. Following completion of these prerequisites (6 credits; required), the minor requires four additional courses (12 credits; electives). Any four courses offered by the Quantitative Methods program are applicable. At most, three credits of directed research/independent study can count toward the minor. Students with interest in directed research/independent study can contact individual quantitative methods faculty directly.

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

- PSY-PC 2530: Psychometric Methods
- PSY-PC 2540: Psychometrics
- PSY-PC 2550: Modern Robust Statistical Methods
- PSY-PC 2560: Applied Latent Class and Mixture Modeling
- PSY-PC 2570: Latent Growth Curve Modeling
- PSY-PC 2580: Correlation and Regression
- PSY-PC 2590: Introduction to Item Response Theory
- PSY-PC 2600: Factor Analysis
- PSY-PC 2610: Applied Nonparametric Statistics
- PSY-PC 2620: Multivariate Statistics

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

For inquiries about the Quantitative Methods minor, email kris.preacher@vanderbilt.edu
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 1020</td>
<td>Society, School, and the Teacher</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2310</td>
<td>Teaching in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2920</td>
<td>Social and Philosophical Aspects of Education</td>
<td>3</td>
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<tr>
<td>EDUC 2340</td>
<td>Practicum in Secondary Education I (with ED 2920)</td>
<td>1</td>
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<tr>
<td>EDUC 2350</td>
<td>Practicum in Secondary Education II (with PSY-PC 2320)</td>
<td>1</td>
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<tr>
<td>PSY-PC 2320</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
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</table>

**Total Hours in the Minor** 17

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 Catherine McTamaney, Director of Undergraduate Studies in the Department of Teaching and Learning.

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:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 2215</td>
<td>Theory &amp; Methods of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2216</td>
<td>Practicum in Teaching Reading/Language Arts</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 2217</td>
<td>Language Arts in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2430</td>
<td>Addressing Problems in Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>ENED 2200</td>
<td>Exploring Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY-PC 2310</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
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</table>

**Total Hours in the Minor** 16

TEACHING LINGUISTICALLY DIVERSE STUDENTS (18 hours)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2530</td>
<td>Foundations Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2540</td>
<td>Meth. &amp; Materials Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2550</td>
<td>Teaching Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2560</td>
<td>English as a Second Language Assessment for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2570</td>
<td>Teaching Practicum for Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>ENED 2200</td>
<td>Exploring Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>Or ENED 2920</td>
<td>Literature for Adolescents</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours in the Minor** 18
HUMAN AND ORGANIZATIONAL DEVELOPMENT

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

Required Courses: 9

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

Elective Courses: 9

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

Total Hours in the Minor 18
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 18 hours as detailed below:

**Required for all tracks (3 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
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</tbody>
</table>

**Choice of track (15 hours)** remaining hours are drawn from one of the 4 tracks below:

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**Teaching Students with High Incidence Disabilities (15 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 2110</td>
<td>Managing Academic and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2010</td>
<td>Intro. To Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2820</td>
<td>Teaching Math to Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2830</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2801</td>
<td>Field Work</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Teaching Students with Intellectual and Multiple Disabilities (15 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 2020</td>
<td>Family Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2030</td>
<td>Introduction to Language and Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2330</td>
<td>Characteristics of Severe and Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2311</td>
<td>Field Work</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choice of:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 2340</td>
<td>Procedures in Transition to Adult Life</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
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</tr>
<tr>
<td>SPED 2350</td>
<td>Acces to Gen. Ed. And Tchg. Functional Academics</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Teaching Students with Visual Impairments (15 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 2500</td>
<td>Med. &amp; Ed. Implications of Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2510</td>
<td>Educational Procedures for Studts. with VI</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2530</td>
<td>Braille Reading and Writing</td>
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<tr>
<td>SPED 2520</td>
<td>Practicum: Visual Disabilities</td>
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<td>SPED 2540</td>
<td>Communication Skills for Students with VI</td>
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<tr>
<td>SPED 2550</td>
<td>Orientation and Mobility for Teachers of Studts. with VI</td>
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**Overview of Special Education (Choose 15 hours from the following)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 2010</td>
<td>Intro. To Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2030</td>
<td>Intro. to Language and Communication</td>
<td>3</td>
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<tr>
<td>SPED 2060</td>
<td>Cultural Diversity in American Education</td>
<td>3</td>
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<tr>
<td>SPED 2330/2311</td>
<td>Charact. of Severe and Mult. Disabil./Field work</td>
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<tr>
<td>SPED 2840</td>
<td>Language &amp; Learning</td>
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<tr>
<td>SPED 2500</td>
<td>Medical and Educational Implications of Visual Impairments</td>
<td>3</td>
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<tr>
<td>SPED 2110/2801</td>
<td>Managing Academic and Social Behavior/Practicum</td>
<td>3/1</td>
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<tr>
<td>SPED 2810/2801</td>
<td>Assmt. Strategies for Studts. with Disabils./ Field Work</td>
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