Peabody College Courses

Human and Organizational Development

HOD 1001. Commons Seminar. [Formerly HOD 1690] Commons Seminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

HOD 1115. First-Year Seminar. [Formerly HOD 1150] Selected Topics for first-year students [3]

HOD 1250. Applied Human Development. [Formerly HOD 1000] Introduction to the processes of human development and how such development can be influenced. Emphasis is placed on social development and implications for solving personal and professional problems. The course focuses on late adolescent and young adult development. Corequisite for freshman H&OD majors: HOD 1251. [3]

HOD 1251. Intrapersonal Communication. [Formerly HOD 1001] The course is designed for first semester freshmen. It includes exploration and clarification of values, setting personal objectives, and preliminary skill building in active listening, assertiveness, and conflict resolution. HOD 1251 is a course for Freshman H&OD majors only. Corequisite: HOD 1250. [1]

HOD 1300. Small Group Behavior. [Formerly HOD 1100] Designed to improve the student's ability to analyze behavioral patterns in groups such as leadership, conflict, and decision making and group roles. The student is expected to improve his/her abilities by effective participation in the group as well as in written analyses. Problems for analysis are drawn from events in the group and from theoretical readings. Corequisite for freshman H&OD majors: HOD 1301. [3]

HOD 1301. Interpersonal Communication. [Formerly HOD 1101] This course is designated for second-semester freshmen with an H&OD major. It provides skill development in interpersonal communication and group dynamics. Corequisite: HOD 1300 section one. [1]

HOD 2100. Understanding Organizations. [Formerly HOD 1200] Introduction to theory and research on human behavior in organizations. Aimed at providing a framework for understanding the dynamics of organizations around the basic issues that confront all organizations (e.g., goal setting, work performance, leadership, decision making, and managing change). [3]

HOD 2260. Economics of Human Resources. [Formerly HOD 2260] An introduction to economics, with heavy emphasis on microeconomics of the family, household, consumer, and business firm. Applications to the economics of government, poverty, discrimination, labor markets, the environment, education, and other human resource and human development topics will be included. The class will be primarily lecture format with some small group interactions and discussions. [3]

HOD 2400. Talent Management and Organizational Fit. [Formerly HOD 1400] This course examines the theories, concepts, tools, and processes associated with talent management and synergistic organizational fit. Given that organizations recognize that employee talents, skills, and motivations drive
organizational performance and success, students will explore the theories, concepts, and processes organizations use to plan, source, attract, select, train, monitor, develop, retain, promote, and move employees through the organization. It provides a deeper understanding of organizational performance and HR/talent, strategy, and core competency alignment issues. Outcomes from this course are applied and built upon in the HOD capstone internship experience. [3]

HOD 2500. Systematic Inquiry. [Formerly HOD 1700] Qualitative and Quantitative research methods with an emphasis on formulating clear and concise questions, evaluating authoritative sources of information, designing and conducting research studies, and reporting results in a professional format. [3]

HOD 2700. Public Policy. [Formerly HOD 1800] An exploration of the foundations of public policy, the policy process, and the factors that influence policy making at the national and state levels, with particular attention to the development of student analytic and writing skills. Prerequisite: HOD 2500. [3]

HOD 3850. Independent Study in Human and Organizational Development. [Formerly HOD 2980] Individual programs of reading or the conduct of Research studies in human and organizational development. Consent of supervising faculty member required. May be repeated. [1-3]

HOD 3860. Directed Research. [Formerly HOD 2989] Consent of supervising faculty member required. May be repeated. [1-3]

HOD 3864. Research Experience. [Formerly HOD 2950] This course provides undergraduate students in HOD direct experience in conducting research. The course is designed for students interested in going on to graduate school as well as students who want to gain experience in generating knowledge in an information economy. The course conducts a review of research methodologies and requires students to critically read and deconstruct published research studies. Data analysis skills are sharpened in the computer lab and put into practice on their own research. Students conduct several independent research projects during the semester. Prerequisite: HOD 2500 and a statistics class. [3]

HOD 3870. Practicum in Human and Organizational Development. [Formerly HOD 2000] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HOD 3890. Special Topics in Human and Organizational Development. [Formerly HOD 2290] Exploration of special issues on topics related to human and organizational development. May be repeated for credit with change of topic. [1-3]

HOD 4950. Human Development Internship. [Formerly HOD 2900] An intensive work experience which involves working four days a week for one semester. The internship includes completion of a specific project for the organization. Corequisites: HOD 4951, 4952, 4953. [3-6]

HOD 4951. Advanced Seminar in Human and Organizational Development. [Formerly HOD 2910] Provides an opportunity to integrate human development theory, knowledge, and skills by applying them to the solution of problems in internship settings. Corequisites: HOD 4950, 4952, 4953. [3]

HOD 4952. Theoretical Applications of Human and Organizational Development. [Formerly HOD 2920] Students complete assignments and structured activities that demonstrate their ability to apply theories and skills acquired in the six Human Development Program core courses to understanding situations and
solving problems that naturally occur during their internship experience. Must be taken in conjunction with the Human and Organizational Development Program internship. Corequisites: HOD 4950, HOD 4951, HOD 4953. Prerequisites: HOD 1250, 1300, 2100, 2400, 2500, 2700. [3]

HOD 4953. Senior Project. [Formerly HOD 2930] Students complete a specific project or assemble a portfolio that demonstrates their professional competence in their area of specialization. The portfolio includes written products and a videotape oral presentation on a topic appropriate to the student's area of specialization. [3]

HOD 4960. Honors Capstone Internship. [Formerly HOD 2940] Students admitted to the Human and Organizational Development Honors Program may complete a capstone internship. [3]


HOD 4980. Human and Organizational Development Honors Seminar. [Formerly HOD 2990] Open to students majoring in Human and Organizational Development who are admitted to the Honors Program. [3]

**Community Development and Leadership**

HODC 3202. Community Development Theory. [Formerly HOD 2600] This is a core course in the Community Leadership and Development (CLD) track of the HOD undergraduate program. It is designed to provide a general introduction to the field of community development (CD) by examining appropriate theoretical perspectives. Ecological theory, critical theory, and theories of democracy will be studied for their application to community development issues. The theoretical perspectives examined in the course will also be linked to the diverse fields which inform community development, such as community psychology, sociology, geography, anthropology, education, and planning. Additionally, the course will provide students a more in-depth understanding of particular community development issues by exploring how alternative theoretical perspectives interpret several important community development phenomena. The course will prepare students to understand the theoretical orientations that underlie the dynamics of community development. [3]

HODC 3212. Community Development Organizations and Policies. [Formerly HOD 2610] Introduction to the practice of community development (CD), including analysis of, and experience with, CD issues, organizations, and policies. Prepares students to work with public or community agency staff, administrators, planners, policy-makers, or community organizers and leaders, who require analysis and recommendations on particular community issues. Students may also develop experience as part of a research, intervention, or policy development team. The course also focuses on ways ordinary people can become involved in improving their own neighborhoods, communities, and city. [3]

HODC 3222. Action Research and Program Evaluation. [Formerly HOD 2620] This is a specialty core requirement for the Community Leadership and Development (CLD) track in the Human and Organizational Development program. Course teaches policy-relevant field research methods in the context of action science. Students do an actual research project for a client organization and prepare a report with recommendations for policy and action. Students get experience in the conduct of the research as a team of a fictitious consulting organization. [3]
HODC 3232. Ethics for Human Development Professionals. [Formerly HOD 2280] (Also listed as HOD 5100 for professional students) Normative evaluation of ethical issues in serving human need. Conflicting values within moral dilemmas will be examined from a variety of theoretical perspectives and practical criteria. Case studies of moral issues confronting the individual, the family, service organizations, and the general public will be reviewed. [3]

HODC 3312. Procedures in Transition to Adult Life. [Formerly HOD 2640] (Also listed as SPEDS 3312) Overview of history, legislation, and practice in the areas of community and employment integration for persons with disabilities. Emphasis on various strategies for promoting a successful transition from school to life. Students are required to develop instructional plans for integration within the community. Students will apply their skills in community or classroom settings. [3]


HODC 3322. Religious and Spiritual Organizations. [Formerly HOD 2650] The class focuses on traditional and less studied religious and spiritual organizations and compares and contrasts their features, goals, structures, leaders, and personnel with secular organizations such as businesses. Information is also provided about how religious and/or spiritual features are being incorporated in a variety of organizational settings. [3]

HODC 3332. High Poverty Youth: Improving Outcomes. [Formerly HOD 2665] (Also listed as SPED 3332) Youth from high poverty backgrounds may be at risk for outcomes that include academic failure, school dropout, drug abuse, unemployment, or incarceration. Students will be working with schools and community agencies in Nashville to improve outcomes for youth living in high poverty neighborhoods. There will be class meetings as well as ongoing service-learning field experiences. Fieldwork will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or students' high schools. [3]

HODC 3342. Introduction to Community Psychology. [Formerly HOD 2670] (Also listed as PSY 2470) Theory, research, and action in community psychology. History of mental health care; ecological theories of community, stress, coping, and social support; deviance labeling; community assessment strategies; prevention, empowerment, and community and organizational change programs; societal-level intervention policies. [3]

HODC 3650. Community Leadership and Development Seminar. [Formerly HOD 2680] Exploration of selected topics related to the community leadership and development track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODC 3850. Independent Study in Community Leadership and Development. [Formerly HOD 2986] Individual programs of reading or the conduct of research studies in community leadership and development. Consent of supervising faculty member required. May be repeated. [1-3]

HODC 3870. Practicum in Community Leadership and Development. [Formerly HOD 2060] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]
HODC 3890. Special Topics in Community Leadership and Development. [Formerly HOD 2690]
Exploration of special issues on topics related to community leadership and development. May be repeated for credit with change of topic. [1-3]

Education Policy

HODE 3205. Education Policy Analysis Methods. [Formerly HOD 2800] How should the government choose among options to address the country's education problems? The main goal of this course is to introduce students to the concepts, methods, and tools useful in performing policy analysis in general, and to give students practice applying the policy analysis methods to real-world educational policy issues including school vouchers, using measures of teacher value-added, financing higher education, and the importance of resources for schooling and student achievement. Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3215. Education and Public Policy. [Formerly HOD 2810] The course explores contemporary social, philosophical, and political dimensions of education policy, including issues related to civic engagement, equity and school organization, and the ecology of schooling. Course readings and discussions will involve fundamental questions about the relationship between schools and society: What is the purpose of American public education? How do policy values, including equity and excellence, social justice and accountability, shape education policy? How is education policy related to social and economic outcomes and opportunities? Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3225. Introduction to Public Finance of Education. [Formerly HOD 2820] In this course, we first provide a foundation of knowledge for the economics of the public sector. In this part of the course, we will discuss the appropriate role of government activity in a market economy as well as other behavioral consequences of government policy from the perspective of the consumers, the policymakers, regulators, and general taxpayers. After establishing a better understanding of the economics of the public sector, we will examine economic models to explain real world government policymaking with a specific focus on education policy, including the rationale and mechanisms of funding education as well other important policy issues such as the provision of early childhood education, teacher labor markets, and accountability and school choice programs. [3]

HODE 3315. State and Local Government. [Formerly HOD 2850] Examines the operation of state and local governments within the American federal system. Students will have met expectations for the course when they are able to express well their understanding of how American state and local governments serve the interests of their residents within a system that is highly charged politically. Prerequisite: HOD 2700 or PSCI 1100. [3]

HODE 3650. Seminars in Education Policy. [Formerly HOD 2880] Exploration of special issues related to the education policy track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODE 3850. Independent Study in Education Policy. [Formerly HOD 2988] Individual Programs of reading or the conduct of research studies in education policy. Consent of supervising faculty member required. May be repeated. [1-3]

HODE 3870. Practicum in Education Policy. [Formerly HOD 2080] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]
HODE 3890. Special Topics in Education Policy. [Formerly HOD 2890] Exploration of selected topics related to education policy. May be repeated for credit with change of topic. [1-3]

Health and Human Services

HODH 3201. Introduction to Human Services. [Formerly HOD 2500] This course is a comprehensive and realistic survey of the diverse and dynamic field of human services. Students will examine: 1) significant historical developments; 2) populations served; 3) social welfare/poverty theories; 4) career opportunities; and 5) controversial and ethical issues. The course will emphasize special tasks and activities that are performed by the contemporary human service worker. [3]

HODH 3211. Introduction to Counseling. [Formerly HOD 2505] An overview of the counseling profession: theories, techniques, settings, and specialty areas. In addition to lectures and class discussions, the course includes an experiential component designed to increase students' listening and responding skills. By the end of the course, students will have a clear understanding of what being a counselor entails. [3]

HODH 3221. Health Service Delivery to Diverse Populations. [Formerly HOD 2510] This course focuses on the study of value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, social class, race, geography, and developmental state, and how these relate to health status and health service needs. This course provides students with a basic knowledge and understanding of diversity so that they may be more effective in serving the needs of all people. Transportation class fee: $50.00. [3]

HODH 3231. Introduction to Health Services. [Formerly HOD 2525] This course will focus on the evolution of the U.S. health care system, as well as on the evolution of health care systems in diverse environments from around the globe. The content of the course focuses on the nature and dynamics of the macro health system environments and the design and function of organizational models in those environments. Particular attention will be paid to contemporary health service organizational models, such as managed care, integrated delivery systems, and physician-hospital organizations. Topics include education and training of health care professionals, the role of health care providers, public, private, and voluntary agencies, and the interests of major stake holders. [3]

HODH 3241. Health Policy. [Formerly HOD 2535] This course presents broad perspectives for understanding health policy within historical, political, and economic contexts. Lectures and assignments will primarily focus on health policy in the United States with a particular emphasis on the Tennessee State Legislature and Metropolitan Davidson County. Opportunities are available for application to national and international issues. Learners will be provided with a foundation from which to base their work, including an overview of the U. S. health care system and public health infrastructure, as well as a framework for conducting policy analyses. [3]

HODH 3311. Introduction to Health Promotion. [Formerly HOD 2530] This course is designed to enhance the student's understanding of health promotion concepts that relate directly to improved lifestyle behavior change and disease risk reduction. In addition, health promotion program development, program management, and program initiatives in a variety of settings will be addressed. [3]
HODH 3321. Introduction to Sports Medicine. [Formerly HOD 2540] Current topics in sports medicine, with an emphasis on prevention, management, and rehabilitation, and administrative aspects of sports medicine. [3] (Not currently offered)

HODH 3331. Managing Health Care Organizations. [Formerly HOD 2550] This is an applied course which combines theoretical knowledge with professional learning experiences, such as case studies, guest lectures, films, management development exercises, and group projects. This course provides a conceptual review of basic managerial functions such as 1) planning, 2) organizing, 3) controlling, 4) staffing, and 5) influencing. The course addresses related managerial activities such as communication, decision making, and legal and legislative issues. Prerequisite: HODH 3201 or HODH 3231. [3]

HODH 3650. Health and Human Services Seminar. [Formerly HOD 2580] Exploration of special issues related to the health and human services track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODH 3850. Independent Study in Health and Human Services. [Formerly HOD 2985] Individual programs of reading or the conduct of research studies in Health and Human Services. Consent of supervising faculty member required. May be repeated. [1-3]

HODH 3870. Practicum in Health and Human Services. [Formerly HOD 2050] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODH 3890. Special Topics in Health and Human Services. [Formerly HOD 2590] Exploration of selected topics related to health and human services. May be repeated for credit with change of topic. [1-3]

**International Leadership and Policy**

HODI 3200. Global Dimensions of Community Development. [Formerly HOD 2400] The globalization process induces new forms of human organization and transforms existing organizations at the community, national, and international levels. This course provides an understanding of the nature, functioning, and development of organizations affected by globalization in societies different from our own and as they relate to multilateral or global institutions that span different social and cultural settings. To do this, the course explores organizations from a comparative perspective, using the analytical framework of human ecology, in terms of differential access to economic and other productive assets, education and information, security and the rule of law, social capital and cultural identity. [3]

HODI 3210. Leadership and Change in International Organizations. [Formerly HOD 2410] This course uses an interdisciplinary case study approach to investigate organizational challenges associated with today's international environment. Students examine the impact of culture, politics, and policy, and other international phenomena such as exchange rates, trade, and capital markets on organizational leadership, structure, and performance. Students also explore various dilemmas that confront decision-makers in international organizations as they attempt to reconcile institutional objectives, individual preferences, and varying cultural norms. [3]
HODI 3220. International Organizations and Economic Development. [Formerly HOD 2420] The number of international organizations has proliferated since World War II, and their functions have diversified. Some are altruistic. Others are regulatory. Some serve as forums for debate, others as instruments for military action or enforcement of international agreements in such diverse fields as health, labor, agriculture, human rights, environment, culture, and trade. This course addresses how these organizations are financed, how they are governed, and how they create and manage political controversy. It covers their legal mandates and structure, seeks to develop awareness of issues of human capital and the World Bank, addresses the controversies and debates over globalization and the role of international organizations in the international regulatory environment, and assesses the future of such organizations in an increasingly interdependent world. [3]

HODI 3230. Education and Economic Development. [Formerly HOD 2430] This course reviews the history and application of human capital theory. It provides students with examples of applications in economic development policy. It gives students practice in applying common statistical models. It exposes students to current debates in education policy in the World Bank and other international organizations which result from those models. [3]

HODI 3240. Effectiveness in International For-Profit Organizations. [Formerly HOD 2470] Intercultural understandings and skills are key in today's job market, due to fast-growing opportunities and challenges in international, multinational and global businesses. In this course students will, through a variety of methodologies, explore the current trends of exploding world trade, emerging nations, competition for talent and resources, and the impact of technology and changing demographics. Additionally, students will develop skills and understandings in working with cultures, managing cross-cultural teams, and the ins and outs of working abroad. [3]

HODI 3250. Building Knowledge Economics in Asia. [Formerly HOD 2450] This course focuses on the challenges and opportunities faced by the Asia-Pacific Region in making the transition to knowledge-based economies. Topics cover global, regional, and country-specific policies and initiatives aimed at building the four pillars of the Knowledge Economy (as defined by the World Bank): economic incentive and institutional regime, education, innovation, and information and communications technologies. This course is intended for advanced undergraduate students interested in gaining a deeper understanding of the transformational changes in the vast and diverse region. [3]

HODI 3260. Education in the Asia-Pacific Region: Development, Reform, and Innovation. [Formerly HOD 2445] This course focuses on an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. Students will examine perspectives from educational researchers, policy makers and practitioners on the major issues, concerns and prospects regarding educational developments in the region. [3]

HODI 3650. International Leadership and Development Seminar. [Formerly HOD 2480] Exploration of special issues related to the international leadership and development track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODI 3850. Independent Study in International Leadership and Development. [Formerly HOD 2984] Individual programs of reading or the conduct of research in international leadership and development. Consent of supervising faculty member required. May be repeated. [1-3]
HODI 3870. Practicum in International Leadership and Development. [Formerly HOD 2040] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODI 3875. Field School in Intercultural Education. [Formerly HOD 2460] This course takes place in various sites over a 10-week period in the summer session. It provides training in community field research and analysis techniques directed to human, social, and civic development issues. [3]

HODI 3890. Special Topics in International Leadership and Development. [Formerly HOD 2490] Exploration of special topics related to international leadership and development. May be repeated for credit with change of topic. [1-3]

Leadership and Organizational Effectiveness

HODL 3204. Leadership Theory and Practice. [Formerly HOD 2700] A systematic study of the formal theories and models of the leadership process and the research supporting and challenging them. Students will complete a wide range of leadership self-assessments; design a leadership self-development plan; and participate in individual and group problem solving, decision making, conflict resolution, and performance appraisal simulations and case studies focusing on personal and organizational effectiveness. Prerequisite: HOD 2100. [3]

HODL 3224. Analyzing Organizational Effectiveness. [Formerly HOD 2715] Effective leaders are able to analyze internal results and external trends in order to make effective decisions. Students will gain first-hand knowledge of the financial and strategic issues critical to effective decision-making through a mix of lectures, case studies and one problem-based learning module. The primary focus will be on the relevant critical thinking skills such as: identifying relevant decision criteria, interpreting trends in the underlying data (both financial and operational), and communicating that analysis to executives in a manner that can be readily digested. [3]

HODL 3234. Advanced Organizational Theory. [Formerly HOD 2720] A comprehensive study of current theories and applied research in organizational effectiveness. Emphasis is on the principles and practices of organizational restructuring, organizational development and planned changes, systems and processes, self-managed teams, and Total Quality. Experiential learning through simulations and field work will reinforce systematic inquiry, strategic planning, and applied organizational assessment skills. Prerequisite: HOD 2100. [3]

HODL 3244. Introduction to Human Resource Development. [Formerly HOD 2730] An introduction to the theory and practice of human resource development (design and implementation of training in corporate or human service organizations). Special emphasis on roles played by HRD professionals and concepts and skills needed for entry into the profession. [3]

HODL 3254. Human Resource Management. [Formerly HOD 2740] A comprehensive survey of human resource management theory, procedures, and practices, with emphasis on the organizational leader's role and responsibilities for recruiting and selection, placement and career development, employee relations, labor relations, performance appraisal, compensation and benefits, workplace ethics, equal employment opportunity, safety and health, legislation and workplace regulations, development of personnel policies and practices, and the techniques of strategic human resource planning. [3]
HODL 3264. Evidence-based Practice in Organizations. [Formerly HOD 2745] Accessing and using published research in solving organizational and social problems is a cornerstone of movements in management, education, medicine and a range of other fields. Using evidence from academic research has even become part of the definition of ethical practice in many of these fields. As a result, identifying and appraising research studies that might be used to solve individual, team and organizational problems has become a critical skill for practitioners. From this research, practitioners must be prepared to create actionable interventions and to persuade others to adopt them. Prerequisites: HOD 2100 (concurrent enrollment allowed) [3]

HODL 3274. Managing Organizational Change. [Formerly HOD 2750] This course focuses on organizational development philosophy and practices of planned change, and the theory and techniques of organizational consulting. Students will participate in simulations and actual organizational development interventions. Prerequisite: HODL 3204 or HODL 3234. [3]

HODL 3314. Strategic Planning and Project Management. [Formerly HOD 2755] This advanced seminar and workshop-based course focuses on the key organizational processes of strategic planning and project management. Building on prior instruction in leadership and organizational theory and practices, students will complete a critical analysis of strategic leadership theory and models of organizational planning. Activities include evaluation of internal and external factors impacting on planning; participation in strategic planning and project management simulations; evaluation of the performance of selected strategic leaders as planners; and practice with key planning tools and technologies. [3]

HODL 3324. Executive Leadership. [Formerly HOD 2770] This course introduces students to concepts of leadership involved in various social, political, and corporate domains. Course content relies on biographies of renowned leaders to illustrate principles of executive leadership. [3]

HODL 3334. Challenges of Leadership. [Formerly HOD 2710] This course is designed as an extension of the study of leadership theory and practices begun in HODL 3204. Provides opportunities to investigate leadership concepts introduced in HODL 3204 in more depth. Prerequisite: HODL 3204. [3]

HODL 3650. Leadership and Organizational Effectiveness Seminar. [Formerly HOD 2780] Exploration of selected topics related to the leadership and organizational effectiveness track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]

HODL 3850. Independent Study in Leadership and Organizational Effectiveness. [Formerly HOD 2987] Individual Programs of readings or the conduct of research studies in leadership and organizational effectiveness. Consent of supervising faculty member required. May be repeated. [1-3]

HODL 3870. Practicum in Leadership and Organizational Effectiveness. [Formerly HOD 2070] An intensive practicum experience. Three contact hours per week required for each credit hour. [1-3]

HODL 3890. Special Topics in Leadership and Organizational Effectiveness. [Formerly HOD 2790] Exploration of selected topics related to the leadership and organizational effectiveness track of the Human and Organizational Development Program. May be repeated for credit with change of topic. [3]
MS-PC 1210. Leadership and Personal Development. [Formerly MS-PC 111] (Formerly MS 111) Leadership is one of the most compelling topics of our time, and might be one of the most important attributes for effectiveness in all levels of human endeavor. The success of one of the most admired and respected institutions in our country, the military is founded upon the understanding and effective application of leadership, and the development of leaders. This course introduces students to the personal challenges and competencies that are critical to effective leadership. The focus is on developing basic knowledge and comprehension of leadership attributes and core leader competencies in a universal setting and exploring potential applications of these principles and practices at Vanderbilt, in the military and in the corporate world. [1]

MS-PC 1210L. Leadership and Personal Development Lab. [Formerly MS-PC 111A and MS 111A] Leader development is a continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in individuals and organizations. Within the military science curriculum, this process is called the Leadership Development Program (LDP), modeled after the principles spelled out in Field Manual 22-100, Army Leadership, and standardized both on campus and Leadership Development and Assessment Course (LDAC) environments. The flexible methodology of LDP accommodates personalized, individual development at all levels of proficiency throughout the officer educational experience, from program entry to commissioning. The LDP includes basic leadership training, periodic assessment and counseling at both team and individual levels by experience observers. Trends and deficiencies are identified and addressed with retraining and reassessment in a continuous cycle. Effective leader development is progressive, building on lessons learned and maximizing individual potential. This course introduces students to the leadership development process by providing structured leadership opportunities in a variety of training settings. Student performance in leadership roles is assessed and notable strengths and weaknesses are identified. A plan for improvement is discussed in detail during one-on-one counseling sessions. [1]

MS-PC 1230. Leadership and Personal Development II. [Formerly MS-PC 113] (Formerly MS 113) What motivates others to follow a person is intriguing, inspiring and alluring. Through routine observation, we learn from leaders regardless of the setting (military, business, education, etc.) This course provides an overview of leadership fundamentals such as setting direction, problem-solving, listening and providing feedback. You will explore dimensions of leadership, values, attributes, skills, and actions in a military context through practical, hands-on, and interactive exercises. [1]

MS-PC 1230L. Leadership and Personal Development II Lab. [Formerly MS-PC 113A] (Formerly MS 113a) Leader development is a continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in individuals and organizations, this process is called the Leadership Development Program. Effective leader development is progressive, building on lessons learned and maximizing individual potential. This course introduces students to the leadership development process by providing structured leadership opportunities in a variety of training settings. A plan for improvement is discussed in detail during one-on-one counseling sessions. [1]

MS-PC 2150. Foundations of Leadership. [Formerly MS-PC 150] (Formerly MS 151) This course introduces the process of understanding and defining leaders in order to develop leadership skills appropriate for future commissioned Army officers. The class is broken down into five key skill development areas: 1) values and ethics, 2) personal development, 3) officership, 4) leadership and, 5) tactics and techniques. The class emphasizes individual leadership values and characteristics with a
focus on Leadership Theory and Interpersonal Communications, Army Values, Troop Leading Procedures, Problem Solving, and Team Building in a military environment. [2]

MS-PC 2150L. Foundations of Leadership Lab. [Formerly MS-PC 150A] (Formerly MS 151) This lab builds upon the classroom topics in MS-PC 2150 and introduces the process of understanding and defining leaders in order to develop leadership skills appropriate for the future commissioned officers. The lab is broken down into five key skill development areas: 1) leadership, 2) values and ethics, 3) personal development, 4) professional Officership, and 5) various tactics, techniques, and procedures. The lab emphasizes individual leadership values and characteristics with a focus on Leadership Theory and Interpersonal Communications, Army Values, Troop Leading Procedures, Problem Solving, and Team Building in a military environment. [1]

MS-PC 2160. Foundations of Tactical Leadership. [Formerly MS-PC 152] This course builds upon MS-PC 2150. The course is broken down into five key skill development levels: 1) leadership, 2) values and ethics, 3) personal development, 4) professional officership, and 5) various tactics, techniques, and procedures. This class will focus on individual leadership development where the student begins to plan, organize, and lead small teams and groups in situational training exercises. Students begin to apply leadership skills at the smallest unit level. [1]

MS-PC 2160L. Foundations of Tactical Leadership Lab. [Formerly MSPC 152A] This course builds upon MS-PC 2150 and 2150L. The lab is broken down into five key skill development levels: 1) leadership, 2) values and ethics, 3) personal development, 4) professional officership, and 5) various tactics, techniques, and procedures. This class will focus on individual leadership development where the student begins to plan, organize, and lead small teams and groups in situational training exercises. Students begin to apply leadership skills at the smallest unit level. [1]

MS-PC 3110. Leadership and Problem Solving. [Formerly MS 211] This course builds upon your skills developed in MS-PC 2160 (1520, and continues to develop leadership, Officership skills, self-awareness, and critical thinking skills through challenging scenarios related to small-unit tactical operations. Cadets receive systematic and specific feedback on their leadership values, attributes, skills, and actions. Prerequisites: MS-PC 1210 (111), 1230 (113), 2150 (150), and 2160 (152) [3]

MS-PC 3120. Applied Team Leadership. [Formerly MS-PC 212] (Formerly MS 212) Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership values, attributes, skills, and actions. Open to ROTC Cadets only. Prerequisite: MS 211. [3]

MS-PC 4150. Leadership and Ethics. [Formerly MS-PC 251] (Formerly MS 212) Students develops proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make sound ethical decisions, and provide coaching and mentoring to fellow ROTC Cadets. Open to ROTC Cadets only. [3]

MS-PC 4160. Leadership in a Complex World. [Formerly MS-PC 252] (Formerly MS 252) This course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. It introduces the concept of culture, its components, how culture influences human behavior, the impact of culturally influenced behavior on military operations, and how
to analyze and apply cultural considerations in the planning and execution of military operations. Open to ROTC Cadets only. Prerequisite: MS-PC 4150. [3]

**Naval Science – Peabody**

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

NS-PC 4242. Leadership and Ethics. [Formerly NS-PC 2420] An exploration of major Western ethical philosophy in the development and application of leadership to enhance objective, sound and timely decision-making in the most challenging of environments. This course follows theoretical examination with case studies and practical application to emphasize the importance of ethical reasoning to leadership, and explores components of character and integrity in decision making. SPRING. [3]

**Psychology and Human Development**

PSY-PC 1001. Commons Seminar. [Formerly PSY-PC 1690] Commons Seminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

PSY-PC 1115. First-Year Seminar. [Formerly PSY-PC 1150] Topics of interest designed for first year students. Does not count in the writing requirement of the Liberal Education Core. [3]

PSY-PC 1117. First Year Writing Seminar. [Formerly PSY-PC 1157] Topics of interest for first year students. Courses are writing intensive and may be applied to the Peabody Liberal Education Core writing requirement. Repeatable with change of topic. [3]

PSY-PC 1205. Minds, Brains, Contexts, and Cultures. [Formerly PSY-PC 1200] An introduction to the cognitive studies major. Readings, lectures, and discussions are focused on thinking and understanding, especially as related to the brain, immediate context, and culture. These topics are considered from a variety of perspectives, including those taken from philosophy; literature; cognitive, social, and developmental psychology; sociology; psychiatry; and cultural anthropology. [3]

PSY-PC 1207. Minds, Brains, Contexts, and Cultures. [Formerly PSY-PC 1207] An introduction to the cognitive studies major. Readings, lectures, and discussions are focused on thinking and understanding, especially as related to the brain, immediate context, and culture. These topics are considered from a variety of perspectives, including those taken from philosophy; literature; cognitive, social, and developmental psychology; sociology, psychiatry; and cultural anthropology. May be applied toward the Peabody Liberal Education Core writing requirement. [3]
PSY-PC 1250. Developmental Psychology. [Formerly PSY-PC 1630] An overview of human development emphasizing the period from conception through adolescence. Course content includes research methods as well as in-depth coverage of selected topics in cognitive, social, emotional, and physical development. [3]

PSY-PC 2110. Introduction to Statistical Analysis. [Formerly PSY-PC 2101] Introductory course emphasizes selection, application, and interpretation of measures of relative frequency, location, dispersion, and association. Approaches to statistical inferences are emphasized. Prerequisite: proficiency in high school algebra. [3]

PSY-PC 2120. Statistical Analysis. [Formerly PSY-PC 2102] Second course in statistics for undergraduates. Multifactor analysis of variance designs (including repeated measures), and goodness of fit and contingency analyses. Prerequisite: PSY-PC 2110 or PSY 2100. [3]

PSY-PC 2170. Experimental Research Methods in Child Development. [Formerly PSY-PC 2510] Focuses on how experimental methods are used to understand processes of child development. Through readings, class discussion, writing, and research experiences, the class considers excellent examples of classic and contemporary experimental studies of child development. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200 and PSY 2100 or PSY-PC 2110. [3]

PSY-PC 2200. Psychology of Thinking. [Formerly PSY-PC 1600] An in-depth exploration of theories and basic research concerning how young adults (i.e., college students) think, reason, and solve problems. Major topics include memory, categorization, reasoning, decision making, problem solving, and expertise. Prerequisite: PSY-PC 1205/1207, or 2250 or PSY 1200. [3]

PSY-PC 2250. Cognitive Aspects of Human Development. [Formerly PSY-PC 1500] Introduction to research and theory in cognitive development. Emphasis on infancy and on early and middle childhood. Topics may include development of language, memory, sensation and perception, problem solving, concepts and theories, effects of media, sociocultural support for development, developmental disorders, and logical mathematical reasoning. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 2300. Social and Emotional Context of Cognition. [Formerly PSY-PC 1700] An exploration of such social factors as the individual's values, beliefs, and emotions and their contributions to the basic cognitive processes involved in social perception, complex decision making, and problem solving. Topics include the social construction of perceived reality, attitude formation and change, heuristics and biases in social inference, and the role of emotion in coping and problem solving. [3]

PSY-PC 2400. Social and Personality Development. [Formerly PSY-PC 1750] An overview of basic concepts and current research in social and personality development. Specific topics include research methods, development of self, social cognition, achievement motivation, prosocial behavior, moral development, aggression, gender role development, family and cultural influences. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 2500. Infancy. [Formerly PSY-PC 2250] The behavior and physiological development of infants reflect a complex interaction between evolutionary history and genetics, prenatal environmental influences, and early postnatal experience. An overview of each of these topics is provided through classroom discussions and reading assignments focusing on recent empirical studies and major
theoretical issues. Prerequisite: PSY-PC 1250. [3]

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

PSY-PC 2600. Educational Psychology. [Formerly PSY-PC 2310] Examines the applications of psychological theories and research to teaching and learning settings. Focuses on cognitive development, problem solving and critical thinking, learning theories, motivation, social contexts, individual differences, classroom issues, and evaluation issues. Prerequisite: PSY-PC 1205/1207 or 1250 or PSY 1200. [3]

PSY-PC 3150. Language Development. [Formerly PSY-PC 2000] An overview of language development with an emphasis on relevant research in linguistics, developmental psychology, and comparative psychology. Specific topics covered include research methods, speech perception, conversational competence, word learning, pragmatic development, and syntactic competence. The course is intended for students beyond the first year. [3]

PSY-PC 3200. Introduction to Clinical Psychology. [Formerly PSY-PC 2700] This course provides an overview of the science and practice of clinical psychology, with an emphasis on child and adolescent clinical psychology. Clinical research, psychological assessment, psychotherapy, and related issues will be discussed in class. Students examine the techniques used by clinical psychologists to assess and treat psychopathology, and research investigating the efficacy of these techniques. There is an emphasis on experiential learning in the class. Students will examine the science of clinical psychology by reviewing research from scientific journals on the effects of a specific type of psychotherapy for a specific psychological disorder. Previous courses in abnormal psychology and psychological research methods / statistics are highly recommended. [3]

PSY-PC 3650. Advanced Topical Seminar. [Formerly PSY-PC 2100] An advanced seminar intended for juniors and seniors in which a particular topic within cognitive studies is considered in depth. Topics vary. May be repeated for credit with change of topic. Prerequisite: PSY-PC 1200/1207 or 1250 or PSY 1200. This course is intended for students beyond the first year unless otherwise specified in the class schedule note. [3]

PSY-PC 3722. Psychometric Methods. [Formerly PSY-PC 2530] Covers the fundamental concepts of psychological measurement and testing, examines a sample of most important psychometric instruments in current use, provides observation of testing, and considers knowledge essential to making wise use of testing information in research and applied child development settings. Prerequisites: PSY-PC 1250 or 1205/1207 or PSY 1200 and PSY-PC 2110 or PSY 2100. [3]

PSY-PC 3724. Psychometrics. [Formerly PSY-PC 2540] The basic objectives of this course are for students to learn the fundamental concepts, methods, and principles of educational and psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory from original sources, and how psychometric theory relates to the assessment of
individual differences or human psychological diversity more generally. Students should choose between PSY-PC 3722 and this course inasmuch as credit for both is not allowed. This course is more demanding in that students will be reading original sources; it is especially relevant to students seeking advanced training in the social sciences or research careers. Prerequisite: PSY-PC 2110 or PSY 2100 and PSY-PC 2120. [3]

PSY-PC 3727. Modern Robust Statistical Methods. [Formerly PSY-PC 2550] Covers modern statistical methods designed to handle violations of statistical assumptions that can compromise classic parametric procedures. More specifically, the student will learn about the classic assumptions of independence, normality, and equal variances that underlie many standard procedures, and become familiar with modern methods that perform vastly better than the classic procedures when assumptions are violated, yet offer few performance penalties under many realistic situations where assumptions are violated. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3730. Applied Latent Class and Mixture Modeling. [Formerly PSY-PC 2560] Often social science and educational researchers hypothesize that there are unobserved groups or latent classes of persons who show different behavioral patterns, or different patterns of change over time. This course covers mixture models - a statistical approach for assessing the number and size of classes, as well as class homogeneity or heterogeneity. Longitudinal mixture models are also used to allow classes to transition between states at different rates and/or to have different functional forms of change. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3732. Latent Growth Curve Modeling. [Formerly PSY-PC 2570] The analysis of longitudinal data (repeated measurements on the same people over time) is central for evaluating many theories in social science and educational research. This applied course will focus on one flexible and powerful approach for analyzing within individual change over time, and between individual differences in change: the latent growth curve model. Emphasis will be placed on applications to real data, interpretation of results, and attaining a solid understanding of the statistical model. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120 [3]

PSY-PC 3735. Correlation & Regression. [Formerly PSY-PC 2580] Covers modern correlation and regression techniques, including linear regression, multiple regression, polynomial regression, interaction effects, univariate and multivariate outlier detection, data transformation algorithms, handling of missing data, nonlinear regression, logistic regression, Poisson regression, variable selection procedures, and regression diagnostics and graphics. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3738. Introduction to Item Response Theory. [Formerly PSY-PC 2590] Students are introduced to the basic concepts of educational and psychological measurement, classical test theory (CTT), and item response theory (IRT). These concepts will be taught with practice by illustrating the construction of tests. Prerequisite: PSY-PC 2110 or PSY 2100 and PSY-PC 3722. [3]

PSY-PC 3743. Factor Analysis. [Formerly PSY-PC 2600] This course covers primarily Exploratory Factor Analysis (EFA), which is extensively used in psychology, education, medicine, and management to investigate the underlying dimensionality of unobserved constructs (e.g., intelligence, psychopathology). The theory behind factor analysis is covered alongside hands-on application to data, exposure to uses of factor analysis in the applied literature, and instruction in popular EFA software. Key topics include
model specification, fit and evaluation, rotation methods, questionnaire development, sample size and power issues, and extensions to confirmatory factor models. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3746. Multivariate Statistics. [Formerly PSY-PC 2620] Provides an introduction to matrix algebra and a survey of the class parametric multivariate techniques that are the foundation of much of modern multivariate statistics. Emphasis is on techniques that have wide application in educational and social science research, such as exploratory factor analysis, structural equation modeling, confirmatory factor analysis, discriminate analysis, canonical correlation, and multivariate analysis of variance. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3749. Applied Nonparametric Statistics. [Formerly PSY-PC 2610] This course covers nonparametric statistical methods useful when the assumptions of ordinary parametric statistics are not met, and for developing custom statistical techniques useful when other methods do not exist. Coverage is given to distribution-free procedures, sign tests, contingency tables, median tests, chi-square and other goodness-of-fit tests, rank correlations, randomness tests, ordinal regression, Monte Carlo methods, resampling methods (bootstrap and jackknife), tests of independence, 1-sample, 2-sample, and k-sample methods, permutation tests, function smoothing, and splines. Emphasis is placed on underlying theory, application to data, and software. Prerequisite: PSY-PC 2110 or PSY 2100 (or equivalent), and PSY-PC 2120. [3]

PSY-PC 3850. Independent Study. [Formerly PSY-PC 2970] Development of an independent study project by the individual student under the direction of a faculty sponsor. Intended primarily for juniors and seniors. Consent of both the faculty sponsor and the director of undergraduate studies is required. May be repeated for credit. [1-3]

PSY-PC 3860. Directed Research. [Formerly PSY-PC 2980] Participation in an empirical research project under the direction of a faculty sponsor. Consent of both the faculty sponsor and the director of undergraduate studies is required. May be repeated for credit. [1-3]

PSY-PC 3870. Field Work in Psychology for Undergraduates. [Formerly PSY-PC 2820] Offered to provide field experience appropriate to the student's interests. Open only to students majoring in child development, child studies, or cognitive studies. May be repeated. Consent of instructor required. [1-3]

PSY-PC 3890. Special Topics in Psychology. [Formerly PSY-PC 2690] Advanced exploration of a psychological orientation to current issues. May be repeated with change of topic. [1-4]

PSY-PC 3980. Honors Seminar. [Formerly PSY-PC 2990] Open only to Junior level students in the Psychology and Human Development Department honors program. [1-3]

PSY-PC 3981. Honors Seminar. [Formerly PSY-PC 2990] Open only to Junior level students in the Psychology and Human Development Department honors program. [1-3]

PSY-PC 4998. Honors Thesis. [Formerly PSY-PC 2990] Open only to Senior level students in the Psychology and Human Development Department honors program. [1-3]

PSY-PC 4999. Honor Thesis. [Formerly PSY-PC 2990] Open only to Senior level students in the Psychology and Human Development Department honors program. [1-3]
Special Education

SPED 1001. Commons Seminar. [Formerly SPED 1690] Commons Seminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

SPED 1115. Freshman Seminar. [Formerly SPED 1150] Selected Topics for first-year students [3]

SPED 1175. Freshmen Seminar. [Formerly SPED 1000] Provides students with an overview of the undergraduate program in special education. Faculty members from each program area share their experiences and research projects. Students complete a 15-hour service project with individuals with disabilities in the community. [1]

SPED 1210. Introduction to Exceptionality. [Formerly SPED 1010] Examines issues and trends in special education and overviews the characteristics of persons with disabilities. Covers essential issues and theories relating to special education and the development of exceptional persons with special attention to normal and atypical human development. Multi-cultural, humanistic, and legal issues are addressed. [3]

SPED 2110. Introduction to Teaching Students with Disabilities. [Formerly SPED 2010] This course consists of two major components. The first component focuses on special education law, writing IEPs, developing lesson plans, effective teaching behaviors, progress monitoring, and methods for grouping students. The second component provides an overview of instructional models that have empirical support for their effectiveness in teaching students with disabilities. [3]

SPED 2120. Family Intervention. [Formerly SPED 2020] An overview of different approaches, current issues, and problems involved in working with and supporting families. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. [3]

SPED 2160. Cultural Diversity in American Education. [Formerly SPED 2060] (Also listed as EDUC 2160) Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literature. [3]

SPED 2310. Managing Academic and Social Behavior. [Formerly SPED 2110] This course is designed to prepare students to manage classroom behavior using behavioral principles. Definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress are presented. Emphasizes procedures for increasing academic and socially appropriate behavior through classroom activities. Students apply their skills in classroom settings. Prerequisite: SPED 1210. Corequisite: 1 hour of SPEDH 3871 or SPEDS 3871. [3]

SPED 2430. Introduction to Language and Communication. [Formerly SPED 2030] Overview of normal language development, psycholinguistic terminology and research, speech and language disorders and
their remediation, and specific intervention procedures for the development of speech and language skills in children and youth. [3]

SPED 2450. Augmentative and Alternative Communication. [Formerly SPED 2050] This course is designed to provide an overview of the field of augmentative and alternative communication (AAC) for use with young children and school-age children with severe disabilities. Specifically, the course will provide an overview of the theories that are important to the understanding of appropriate uses of AAC systems, and the course will provide information about the efficacy of these systems with students with severe disabilities. Topics will include guidelines for selecting, implementing, using, and monitoring the use of AAC systems. [3]

SPED 3240. Attention Deficit/Hyperactivity Disorder: Educational Implications. [Formerly SPED 2140] This advanced undergraduate/masters level course will first address the issues and controversies surrounding the definition, etiology, and identification of Attention Deficit/Hyperactivity Disorder (AD/HD). Potential relationships or related issues involving other child characteristics or difficulties, including child temperament, depression, bipolar disorder, Tourette's Syndrome, and oppositional-defiant disorder, will be addressed. A major focus of the course will be working successfully with children with AD/HD in the school and classroom. A collaborative, multimodal model that involved parents, general and special education teachers, school psychologists, and other professionals as appropriate will be emphasized. Integration of multiple forms of intervention will be explored, including affective, behavioral, cognitive, social, and medical approaches; discovering what works for children with AD/HD is an ongoing process that requires experience, persistence, and collaboration. [3]

SPED 3332. High Poverty Youth: Improving Outcomes. [Formerly SPED 2080] (Also listed as HOD 2665) Youth from high poverty backgrounds often are placed at risk for a host of unfavorable outcomes including academic failure, school dropout, drug abuse, unemployment, and incarceration. In this class, we will be working with schools and community agencies in Nashville to improve outcomes for youth living in high-poverty neighborhoods. We will have class meetings weekly as well as ongoing field-based experiences. Field work will include mentoring, tutoring, or providing job readiness training to youth in neighborhood community centers or in students' high schools. [3]

SPED 3770. Accommodating Academic Diversity in the Classroom. [Formerly SPED 2870] Explores the importance and difficulty of teaching heterogeneously grouped students in mainstream classrooms and offers specific instructional strategies for doing so effectively. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students-students with and without disabilities at multiple points along the achievement continuum. [3]

SPED 3850. Independent Study in Special Education. [Formerly SPED 2960] Semi-independent study of selected topics in special education. May be repeated. Consent of instructor required. [1-3]

SPED 3890. Special Topics in Special Education. [Formerly SPED 2690] Study of selected topics or issues related to special education such as teaching culturally or linguistically diverse learners, accommodating academic diversity in classrooms, or augmentative communication techniques. May be repeated for credit with change in topic. [3]

SPED 3980. Honors Seminar in Special Education. [Formerly SPED 2990] This seminar is completed as part of the Honors Program in Special Education, which is designed to allow students experiences
working with a faculty member on research activities. The course is taken during the junior year concurrent with engagement in research with a faculty mentor's team for at least five hours per week. During weekly meetings, students will be introduced to various research methodologies, read and discuss articles and studies that use a variety of research designs, examine and share their roles on a faculty mentor's team, and ultimately, complete and share an Honors Project at the end of the spring semester. Acceptance into the Honors Program and permission of the instructor are required. [0-1]

SPED 4950. Student Teaching Seminar. [Formerly SPED 2900] Students complete assignments and structured activities that demonstrate their ability to apply knowledge, skills, and dispositions acquired during the core courses and field-based experiences of the special education major. The weekly seminar discussion focuses on understanding situations and solving problems that naturally occur during the student teaching experience. Must co-register for either SPED 4954 or 4951 [3]

SPED 4951. Student Teaching in Special Education. [Formerly SPED 2911] Observation, participation, and classroom teaching for undergraduate students in any area of exceptionality. Placements are dependent on license areas. Prerequisite: Admission to student teaching. Corequisite: SPED 4950. [9]

SPED 4954. Student Teaching in Special Education and Education. [Formerly SPED 2901] (Also listed as EDUC 4954) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. Corequisite: SPED 4950. [9]

Gifted

SPEDG 3324. Introduction to the Gifted Learner: Conceptions, Characteristics, and Assessment. [Formerly SPED 2720] Examines issues and trends in gifted education with a focus on the specific needs and characteristics of gifted students. Outlines theoretical conceptions of giftedness and evidence-supported practices in identification and assessment - including those who may not be typically identified, such as twice-exceptional, low-income, and culturally diverse students. [3]

SPEDG 3334. Psychology of the Gifted Learner. [Formerly SPED 2730] Highlights internal and external factors impacting the psychological development of gifted students. Focuses on theoretical frameworks and practical strategies for the provision services, including consultation, collaboration with schools and families, counseling supports, behavioral models, and collaboration with community agencies. [3]

SPEDG 3344. Educating Gifted Students: Adaptations of Curriculum and Instruction. [Formerly SPED 2740] Focuses on theoretical conceptions of curriculum development and instructional modifications for mild, moderate, and highly gifted students. Includes curriculum design theoretical frameworks, differentiation strategies, and how to measure the effects of adaptations to match gifted student learning needs. [3]

SPEDG 3354. Organizational Structures and Planning of Gifted Programs. [Formerly SPED 2750] Focuses on theoretical frameworks for organizing and implementing evidence supported programs for the gifted; service delivery models, program evaluation, data collection, supervision models, and systemic development of programming and support structures. Attention is also devoted to poverty and cultural differences. [3]
SPEDG 3871. Practicum in Gifted Education. [Formerly SPED 2760] Focuses on field study, action research, or practical application of course content for providing leadership, curriculum adaptations, and program planning for a variety of gifted learners including underrepresented populations and mild, moderate, and highly gifted individuals. [3]

**Interventionist/High Incidence/Modified**

SPEDH 3308. Understanding Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 2800] This course has three main components. The first component will focus on the cognitive, perceptual, language, academic, and social/emotional characteristics and needs of students with severe and persistent academic and behavior difficulties. The second component will focus on special education law and developing IEPs. The final component will focus on developing lesson plans and general strategies for teaching students with severe and persistent academic and behavior difficulties. Prerequisite: SPED 1210. [3]

SPEDH 3318. Assessment for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 2810] This course focuses on the diagnosis and evaluation of students with severe and persistent academic and behavior difficulties using a variety of developmentally appropriate curriculum based measurements, criterion-referenced, and norm-referenced tests in the academic and vocational subject areas. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives and instructional programming strategies. Specific considerations is given to the reporting of assessment information to parents, teachers and other support personnel to determine appropriate placement levels within the continuum of services. Prerequisite: SPED 1210. Co-requisite: 1 hour of SPED 3871. [3]

SPEDH 3328. Teaching Mathematics to Students with Severe and Persistent Academic and Behavior Difficulties: K-8. [Formerly SPED 2820] This methodological course consists of two components. The first focuses on the possible causes for disabilities in the area of mathematics and assessment of those disabilities. The second emphasizes explicit teaching procedures, direct instruction, and instructional design principles that apply to teaching mathematics in grades K-8. Prerequisite: SPED 1210 and 3308. [3]

SPEDH 3338. Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 2830] Presents empirically validated instructional procedures to address the reading deficits of students with severe and persistent academic and behavior difficulties. Integration of explicit teaching procedures, direct instruction, and instructional design principles that apply to a range of academic domains are emphasized. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Candidates apply skills in classroom settings. Prerequisite: SPED 1210 and 3308. Co-requisite: 1 hour of SPED 3871. [3]

SPEDH 3348. Language and Learning. [Formerly SPED 2840] This course examines writing and language development, the written and language difficulties encountered by students with high incidence disabilities, assessment and instruction of writing and language difficulties, as well as cultural diversity
and writing and language differences. [3]

SPEDH 3358. Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties. [Formerly SPED 2850] This course focuses on advanced methods of assessment and instruction methods related to teaching reading. Candidates in this course will gain competency in using formative assessments to identify students with severe and persistent reading difficulties, as well as expertise in and knowledge of teaching approaches and curricula for improving decoding, vocabulary, fluency, and comprehension abilities. Prerequisite: SPED 1210 and 3338. Co-requisite: 1 hour of SPED 3871. [3]

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

SPEDH 3378. Teaching High School Students with Severe and Persistent Academic and Behavior Difficulties. This is an introductory course in teaching students with severe and persistent academic and behavior problems at the high school setting. The first half of the course covers models of teaching special education at the secondary level, transition-related legislation, post-school outcomes of high school students with disabilities, and dropout prevention within a context of cultural diversity. The second half focuses on empirically-based secondary special education strategies, including academic/study skills and accommodations, social skills, self-determination, ITP development, and career education and employment. [3]

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

SPEDH 3771. Practicum: Accommodating Academic Diversity in the Classroom. [Formerly SPED 2871] This practicum is designed to allow students to work with both special educators and general educators regarding the needs of students with disabilities. Emphasis is placed on accessing the general education curriculum. Corequisite: SPED 3770 or 3777. [5]

SPEDH 3777. School and Classroom Supports Teaching Students Academic Behavior Difficulties. [Formerly SPED 2877] This course focuses on practices to support teaching and learning of students with severe and persistent academic and behavior difficulties. Core topics include the following: (1) Effective classroom management to enhance appropriate behavior, prevent problem behavior, and support students at-risk for and with behavior difficulties; (2) Research, efficacy and models of co-teaching; (3) Collaboration with colleagues and families; (4) Technology use to support instruction and accessibility; and (5) Ethical professional behavior. [3]
SPEDH 3871. Field Work in Special Education for Mild/Moderate Disabilities. [Formerly SPED 2801] Field-based application of correlated course content to classroom strategies. Planning, implementation, and evaluating instructional procedures for students with mild to moderate disabilities. May be repeated. Prerequisites: SPED 1210 and SPED 2110. Fall semester Corequisites: SPED 2310, SPEDH 3338 and 3348. Spring Semester Corequisites: SPEDH 3318, 3328, and 3368. [3].

Severe/Comprehensive

SPEDS 3300. Methods of Instruction for Students with Severe and Multiple Disabilities. [Formerly SPED 2300] Provides information on the nature and needs of individuals with severe disabilities and the roles of federal, state, and local agencies in providing services to this population. Emphasis is placed on strategies for the acquisition and generalized use of age appropriate functional skills in natural community-based settings. Methods for developing and implementing individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation/leisure, vocational and general community living skills. Must co-register for SPEDS 3871. [3]

SPEDS 3312. Procedures in Transition to Adult Life. [Formerly SPED 2340] (Also listed as HODC 3312) Overview of history, legislation, and practice in the areas of community and employment integration for persons with disabilities. Emphasis on various strategies for promoting a successful transition from school to life. Students are required to develop instructional plans for integration within the community. Students will apply their skills in community or classroom settings. Prerequisite: SPED 2310. Corequisite: SPEDS 3871. [3]

SPEDS 3330. Characteristics of Students with Severe and Multiple Disabilities. [Formerly SPED 2330] This course provides information on the history, nature, characteristics, and needs of students with exceptionalities. Neurological impairments resulting in motor dysfunction, sensory impairments, and the combination of these are discussed. Information is provided on the physical, medical, and educational management of students with severe, profound, and multiple disabilities in educational settings. Corequisite: SPEDS 3871. [3]

SPEDS 3350. Access to General Education and Teaching Functional Academics. [Formerly SPED 2350] The course provides in-depth information on teaching students with severe disabilities. Emphasis is on strategies for the acquisition and generalized use of age-appropriate functional skills in natural school and community-based settings. Methods for developing and implementing individualized programming across specialized curricular areas such as communicative, cognitive, functional academic, motor, domestic living/self-help, recreation/leisure, and general community living skills. Current research evidence to support effective practices is stressed. [3]

SPEDS 3661. Fieldwork in Special Education: Severe Disabilities. Students will participate in field-work in special education, specifically in classrooms for students with severe exceptionalities and/or autism. Students will complete activities tied to a fieldwork in special education seminar. This course may be repeated. Corequisite: SPEDS 3667. Prerequisites SPED 3871 both fall and spring. [2]
SPEDS 3667. Seminar in Severe Disabilities Fieldwork. Seminar for undergraduate students related to their field-work in local classrooms with severe disabilities and/or autism. Students will complete various assignments and implement them in a classroom setting. This course may be used to satisfy the Peabody College writing requirement. Prerequisites: SPED 1210, 2120, 2450, SPEDS 3300, 3330, 3312, 3350. Corequisite: SPEDS 3661. [3]


**Visual Impairment**

SPEDV 3305. Medical and Educational Implications of Visual Impairments. [Formerly SPED 2500] Assessment of sensory function, including integration of information from medical rehabilitation vision care specialists, as basis for planning, implementing, and monitoring intervention/education for learners with visual impairments. Emphasis is on specific visual disorders, functional use of senses, assistive technology for enhancing visual function (i.e., optical and non-optical devices), and family/child characteristics. Linking structure/function of the visual system to most prevalent visual conditions, identifying implications of conditions for development and learning, and identifying appropriate accommodations for optimizing visual function. Roles of teacher of students with visual impairments; medical, educational, and rehabilitation professionals; families; and other team members in optimizing outcomes for students with visual impairments. Content provided through lectures, demonstrations, observations, laboratory dissections, and integrated fieldwork. [3]

SPEDV 3315. Educational Procedures for Students with Visual Impairments. [Formerly SPED 2510] Introduction to the literature, history, principles, programs, practices, and problems in the field of visual impairment/blindness. Role of teacher of students with visual impairments in providing access to the general core curriculum, providing instruction in the expanded core curriculum for students with visual impairments, and introduction to assistive technology. Using assessment and data driven decision making to guide intervention planning, implementation, and progress monitoring. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 3335. Braille Reading and Writing. [Formerly SPED 2530] Literary braille code and introduction to Nemeth code for mathematics. Braille writing and reading proficiency for future teachers of students with visual impairments. Introduction to strategies for infusing braille into literacy instruction and technology for producing and accessing braille. Students read, write, and proofread braille and observe teachers as they teach braille to students with visual impairments. [2]

SPEDV 3345. Communication and Literacy Skills for Students with Visual Impairments. [Formerly SPED 2540] Promoting/teaching communication and literacy skills, including use of assistive technology for communication and literacy (augmentative communication devices, computer-assisted instruction, keyboarding skills, non-optical devices for enhancing reading and writing, etc.) for students with visual impairments, including those with multiple disabilities. Special emphasis on learning media assessments;
assessment of communication and literacy skills for intervention planning, implementation, and program monitoring; accessibility and production of appropriate learning media. Open only to individuals who have completed or are currently enrolled in a braille class. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Consent of Instructor required. [3]

SPEDV 3355. Orientation and Mobility for Teachers of Students with Visual Impairments. [Formerly SPED 2550] Lectures, discussions, and simulated activities in teaching orientation, mobility concepts and skills to students with visual impairments. Impact of visual impairment on motor and cognitive development and strategies for promoting optimal development and learning, sensory use, and independent travel, including assistive technology. Taught by an orientation and mobility specialist. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. [3]

SPEDV 3385. Advanced Procedures for Students with Visual Impairments. [Formerly SPED 2580] Advanced strategies for providing access to the general core curriculum and providing instruction in the expanded core curriculum for students with visual impairments, early intervention and family-centered practices, with particular emphasis on assistive technology and universal design for learning. Course content provided through lectures, demonstrations, observations, and integrated fieldwork. Prerequisite: SPEDV 3315. [3]

Teaching and Learning

Education

EDUC 1001. Commons Seminar. [Formerly EDUC 1690] Commons Seminar, a 1-hour small seminar experience, open to first-year students. Students and faculty will collaboratively explore a specialized topic in depth in this university-wide seminar sponsored by The Ingram Commons. General Elective credit only. [1]

EDUC 1220. Society, the School, and the Teacher. [Formerly EDUC 1020] Introduces the relationship between society's goals and those of the school. Studies the community setting and the school, the social, political, and instructional organization of a school, and the roles and values of a teacher. Field experience. [3]

EDUC 2160. Cultural Diversity in American Education. [Formerly EDUC 2060] (Also listed as SPED 2060) Focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary perspective informs the course, with particular attention to history, sociology, psychology, anthropology, and educational literatures. [3]

EDUC 3114. Language and Literacy Learning in Young Children. [Formerly EDUC 2115] Examines sociocultural and cognitive theories of language learning, theoretical models of the reading and writing processes, and interconnections between reading, writing, speaking, and listening. Emphasizes patterns of reading and writing for children from birth to age 8 and relates these to features of learning environments. Observation and assessment strategies are introduced through an embedded field experience of six hours which requires working with preschool-age child in a school setting. [3]
EDUC 3115. Methods of Language and Literacy Instruction in Early Childhood. [Formerly EDUC 2117] This course introduces methods for structuring classrooms to teach and assess reading, writing, speaking, and listening as part of an integrated language arts program for children from birth through grade 4, with special emphasis on children from birth to age 8. Corequisite: EDUC 3116 [3]

EDUC 3116. Practicum in Teaching Early Childhood Reading and Language Arts. [Formerly EDUC 2116] Field experiences in a variety of early childhood centers or classroom settings designed to provide practical experience and reflection on the teaching of reading and the language arts. Corequisite: EDUC 3115. [1]

EDUC 3120. Children in Families and Schools. [Formerly EDUC 2120] Examines the cultural, social-political, historical, and collaborative influences of families and educational institutions on children’s development and learning. Emphasis on understanding family-school connections and developing partnerships to foster maximum growth of children. [3]

EDUC 3140. Learning and Development in Early Childhood Education. [Formerly EDUC 2140] Applying an understanding of learning and development, students examine a variety of early childhood curriculum models based upon their assumptions about learning and development. Students consider how the role of the classroom teacher and the establishment of classroom norms are shaped by each curricular model. An imbedded 20-hour practicum enables students to see different curricular models and to interact with preschool children. [3]

EDUC 3150. Science and Social Studies Instruction in Early Grades. [Formerly EDUC 2150] This course is designed to prepare prospective early childhood teachers to provide instruction in science, and social studies. The course builds on the core content course in science and social studies in the early childhood program as well as the curriculum courses for ages 0-3 and age 3-kindergarten. Prerequisite: SSED 2100; Corequisite: MTED 3150 and EDUC 3151. [3]

EDUC 3151. Practicum in Mathematics, Science, and Social Studies Instruction in Early Grades. [Formerly EDUC 2151] Field experiences in an early grades classroom are designed to provide practical experience and reflection on the teaching of mathematics, science, and social studies. Corequisite: EDUC 3150 and MTED 3150. [1]

EDUC 3180. Managing Instructional Settings for Young Children. [Formerly EDUC 2180] The purpose of this course is to introduce students to the social and emotional characteristics of young children that affect the ways they function in groups, and to acquaint students with planning and management philosophies and a variety of practices to use in guiding the behaviors of young children, from infancy through age 8. [2]

EDUC 3212. Introduction to Reading Processes and Assessment. [Formerly EDUC 2430/2212] Develops an understanding of reading and of elementary students as readers. Examines theoretical models, approaches, and the development of reading in elementary classrooms. Candidates will investigate how children learn to read, explore assessments that reveal student understanding of reading, and apply this knowledge in scaffolding reading with individual students. Provides informal assessment and teaching experiences within a school setting. [3]

EDUC 3214. Theory and Methods of Reading Instruction in Elementary Schools. [Formerly EDUC 2215] Examines approaches, strategies, and methods for teaching reading in elementary classrooms with
attention paid to philosophies and principles of instructional practice designed to individualize instruction and support literacy development. Discusses underlying concepts and theories pertaining to literacy instruction and relates these to classroom practice. Although grounded in the philosophy that reading and writing are not discrete entities, the course focuses on reading. Prerequisite: EDUC 3212; Corequisite: EDUC 3215 and EDUC 3216. [3]

EDUC 3215. Language Arts in Elementary Schools. [Formerly EDUC 2217] Examines the nature of language development in the elementary school years with attention paid to principles and practices for teaching English language arts, particularly related to writing instruction. Consideration of instructional practices designed to individualize instruction and support literacy development will occur. Prerequisite: EDUC 3212; Corequisite: EDUC 3214 and EDUC 3216. [3]

EDUC 3216. Practicum in Teaching Elementary Reading and Language Arts. [Formerly EDUC 2216] : Field experiences in a variety of elementary classroom settings designed to provide practical experience and reflection on the teaching of reading and the language arts. Prerequisite: EDUC 3212; Corequisite: EDUC 3214 and EDUC 3215. [1]

EDUC 3240. Practicum in Elementary Science and Social Studies. [Formerly EDUC 2210/2240] Field experiences in a variety of school, grade level, and instructional settings, designed to integrate and apply teaching skills developed in the elementary science and social studies methods courses. Corequisite: SCED 3240 and SSED 3240. [1]

EDUC 3270. Managing Instructional Settings. [Formerly EDUC 2270] Examines several planning and management philosophies and a variety of practices for use with early childhood and/or elementary school students. [2]

EDUC 3310. Teaching in Secondary Schools. [Formerly EDUC 2310] Exploration of general skills and principles of teaching and learning in secondary schools, including curriculum organization and patterns, teaching methods, and professionalism of the secondary school teacher. A practicum in secondary schools is included. [3]

EDUC 3620. Social and Philosophical Aspects of Education. [Formerly EDUC 2920] Exploration of the interaction between contemporary social problems and various philosophies in relation to educational theory, policy, and practice. [3]

EDUC 3720. Principles for Teaching English Language Learner Students. [Formerly EDUC 2520] This course, specifically designed for non-ELL majors, provides an overview of theoretically and empirically supported practices concerning the education of English language learners (ELLs) in grades PreK-12. Topics include: the role of second language acquisition in academic achievement, instructional strategies for developing English listening, speaking, reading and writing while accessing the core curriculum, appropriate assessment of ELLs in the classroom, the importance of ELLs home language and culture, and ESL research and history relating to policies and programs affecting ELLs. Consideration of how to attain more equitable outcomes for ELLs through schooling is a major focus of this course. [3]

EDUC 3730. English Language Learner Educational Foundations. [Formerly EDUC 2530] This course focuses on understanding the processes of second language acquisition, learning, development, and individual, cognitive, and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and
research bases for the education of students from linguistically and culturally diverse populations. Program models and the theoretical bases for these models are covered in this course. National policies and current issues relevant to the learning of English language learners are emphasized. Corequisite: 1 hour of EDUC 3731 [3]

EDUC 3731. Practicum for Teaching English Language Learners I. [Formerly EDUC 2571] A field-based practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite EDUC 3730. [1]

EDUC 3740. English Language Learner Methods and Materials. [Formerly EDUC 2540] This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (preK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development for LEP children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, English education) are covered. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided. Corequisite: 1 hour of EDUC 3742. [3]

EDUC 3742. Practicum for Teaching English Language Learners II. [Formerly EDUC 2572] A field-based practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite EDUC 3740. [1]

EDUC 3750. Linguistics and Language Acquisition for English Language Learner Teachers. [Formerly EDUC 2550] This course focuses on the applying of theories of linguistics and second language acquisition to the teaching of English language learners. Topics covered include the structure of the English language, English as a system, language acquisition and development, language variation, and theories of second language acquisition. [3]

EDUC 3760. Assessment of English Language Learners. [Formerly EDUC 2560] This course focuses on the theoretical and practical aspects of language testing for second-language learners. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Rubrics for relating assessment information to instruction and program planning are developed within this course. Corequisite: 1 hour of EDUC 3763 [3]

EDUC 3763. Practicum for Teaching English Language Learners III. [Formerly EDUC 2573] A field-based practicum working with students who are English language learners. Experience will include use of students' native languages and/or ESL instructional components. Corequisite: EDUC 3760. [13]

EDUC 3850. Independent Study in Education. [Formerly EDUC 2960] Semi-independent study on selected topics in education. Consent of instructor required. May be repeated. [1-3]

EDUC 3860. Honors Research in Education. [Formerly EDUC 2980] Individual programs of reading on the conduct of research studies in education. May be repeated. Consent of instructor required. [1-3]


EDUC 3890. Special Topics in Education. [Formerly EDUC 2690] Exploration of special issues on topics related to education. May be repeated for credit with change of topic. [1-3]

EDUC 4951. Student Teaching in Early Childhood. [Formerly EDUC 2702] Observation and teaching experience for students seeking PreK-3 licensure. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4952. Student Teaching in the Elementary School. [Formerly EDUC 2701] Observation and teaching experience in elementary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4953. Student Teaching in the Secondary School. [Formerly EDUC 2703] Observation and teaching experience in secondary schools. Undergraduate credit only. Prerequisite: admission to student teaching. [9]

EDUC 4954. Student Teaching in Education and Special Education. [Formerly EDUC 2704] (Also listed as SPED 4954) Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on license and endorsement areas. Prerequisite: Admission to student teaching. [9]

EDUC 4961. Student Teaching Seminar: Early Childhood. [Formerly EDUC 2291] Seminar to accompany EDUC 4951. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

EDUC 4962. Student Teaching Seminar: Elementary. [Formerly EDUC 2290] Seminar to accompany EDUC 4952. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

**English Education**

ENED 2100. Literature and Drama for Young Children. [Formerly ENED 2100] Explores characteristics of good literature (with a particular focus on picture books and poetry) for children ages birth to ten, authors and illustrators of the genre, and issues in the area of literature for young children. Also explored is the study of drama as it impacts the development of young children. [3]

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

ENED 2430. Fostering Language in Diverse Classrooms. [Formerly ENED 2030] Overview of language learning, emphasizing ages 3 - 8 and the role of teachers and parents in fostering growth. Variability associated with culture, income, home language and individual child characteristics is examined from
developmental and sociolinguistic perspectives. Students examine language use and teaching as part of an 8 hour practicum in an early childhood classroom. [3]

ENED 3310. Language Study in the Secondary Classroom. [Formerly ENED 2280] Investigates various methods of approaching grammar, vocabulary spelling, semantics, and bi-dialectism in the English classroom. For teachers and prospective teachers of middle school and high school English. [3]

ENED 3340. Reading and Learning with Print and New Media. [Formerly ENED 2320] Studies print and technology-based approaches to improving reading and content area learning in grades 6-12 with a special emphasis on diverse learners and struggling readers. Drawing on research-based practice, students learn to design, enact, and assess effective reading and literacy instruction. [3]

ENED 3350. Literature, Popular Culture, and New Media. [Formerly ENED 2920] Examines a wide range of multigenre, multimodal, and digital texts appropriate for readers of middle school and high school age. Considers the influence of popular culture and digital technologies on young adult literature. Includes materials and texts for readers of various ability levels. [3]

ENED 3370. Teaching Literature and New Media in the Secondary School. [Formerly ENED 2370] Students study how pedagogy might be developed that connects traditional literature instruction with media popular cultural media. Methods and theories for reading and teaching short stories, poetry, and novels are juxtaposed and interwoven with methods and theories for reading and teaching web sites, comics, film, and other media. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: ENED 3371. [3]


ENED 3380. Teaching Writing in Secondary Schools. [Formerly ENED 2380] Designed to encourage student teachers to examine the complexities of teaching writing in middle and high school settings and to develop a theoretically sound methodology that will allow them to design meaningful, engaging, and thoughtful writing instruction. [3]

ENED 3850. Independent Study in English Education. [Formerly ENED 2960] Semi-independent study on selected topics in English education. Consent of supervising instructor required. May be repeated. [1-3]

ENED 3890. Special Topics in English Education. [Formerly ENED 2690] Exploration of special topics related to English education. May be repeated with change of topic. [3]

ENED 4963. Student Teaching Seminar: Secondary. [Formerly ENED 2292] Seminar to accompany EDUC 4953. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

**Foreign Language Education**

FLED 3850. Independent Study in Foreign Language Education. [Formerly FLED 2960] Semi-independent study on selected topics in foreign language education. May be repeated. Consent of instructor required. [1-3]
FLED 3890. Special Topics in Foreign Language Education. [Formerly FLED 2690] Exploration of special issues or topics related to foreign language education. May be repeated for credit with change of topic. [1-3]

**Humanities Education**

HMED 2150. Arts Education for Young Children. [Formerly HMED 2150] This course is designed to acquaint the early childhood teacher with concepts, techniques, and materials for creating opportunities for young children to learn about the visual arts and music. Strategies for incorporating art activities into group settings will be explored, as well as accommodating individual differences in young children's interest in and responsiveness to the arts. [2]

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

HMED 3850. Independent Study in Humanities Education. [Formerly HMED 2960] Semi-independent study on selected topics in humanities education. May be repeated. Consent of faculty supervisor required. [1-3]

HMED 3890. Special Topics in Humanities Education. [Formerly HMED 2690] Explores special topics related to humanities education. May be repeated with change of topic. [1-3]

**Mathematics Education**

MTED 2100. Young Children's Mathematical Thinking and Learning. [Formerly MTED 2100] The focus of the course is on ways in which young children develop increasingly sophisticated additive structures, including pre-number and early number concepts, place value, strategies for single- and double-digit computation, and measurement. Children's mathematical thinking and learning as well as ways to support that learning are investigated. This course is Prerequisite to or Corequisite with EDUC 3150. This course is not recommended for freshmen. [3]

MTED 2200. Mathematics for Elementary Teachers. [Formerly MTED 2200] This course is for students seeking elementary school licensure with an emphasis on grades two through six. This course will cover issues of both content and pedagogy that are relevant to these grades. Not recommended for freshmen. This course is prerequisite to MTED 3250. [3]

MTED 3150. Mathematics Instruction in the Early Grades. [Formerly MTED 2150] This course is designed to prepare prospective early childhood teachers to provide instruction in mathematics. The course builds on the core content course in mathematics in the early childhood program as well as the curriculum courses for ages 0-3 and age 3-kindergarten. Prerequisite: MTED 2100; Corequisite: EDUC 3150 and EDUC 3151. [2]

MTED 3250. Teaching Mathematics in Elementary Schools. [Formerly MTED 2250] This course is the second in a sequence of courses designed for those students seeking elementary licensure with an emphasis on grades 2-5. This course deals with issues of both content and pedagogy that are relevant to these grades. Corequisite: MTED 3251. Prerequisite: MTED 2200. [2]
MTED 3251. Practicum in Elementary Mathematics. [Formerly EDUC 2250/MTED 2251] Field experiences providing students an opportunity to integrate and apply teaching skills developed in the elementary mathematics course. Students are placed in a local elementary school classroom and are given opportunities to engage in classroom observations, curriculum planning and implementation, and guided reflective practice. Corequisite: MTED 3250 [1]

MTED 3320. Introduction to Literacies in Mathematics. [Formerly MTED 2690] This course is intended for licensure candidates in secondary education for mathematics and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

MTED 3360. Computers, Teaching, and Mathematical Visualization. [Formerly MTED 2800] Examining the 7-14 mathematics curriculum as a body of ideas that students can develop over time and the use of computer environments to support teaching and learning them. [3]


MTED 3850. Independent Study in Mathematics Education. [Formerly MTED 2960] Semi-independent study on selected topics in mathematics education. May be repeated. Consent of supervising instructor. [1-3]

MTED 3890. Special Topics in Mathematics Education. [Formerly MTED 2690] Exploration of special topics related to mathematics education. May be repeated with change of topic. [1-3]

MTED 4963. Student Teaching Seminar: Secondary. [Formerly MTED 2292] Seminar to accompany EDUC 4953. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

Science Education

SCED 2200. Science for Elementary Teachers. [Formerly SCED 2200] This course is designed to examine the relationship between science, technology, and society. Emphasis will be on relating science concepts to real world applications, to societal influences and the changing nature of science. The role of inquiry in science will be examined and experienced. A knowledge of introductory earth, biological, and physical science is presumed and will be utilized to present a view of science as an integrated discipline. [3]

SCED 3320. Introduction to Literacies in Science. [Formerly SCED 2690] This course is intended for licensure candidates in secondary science education and for other students who want to explore the concepts and practices of disciplinary literacy, that is, the links between content and communication. [3]


SCED 3850. Independent Study in Science Education. [Formerly SCED 2960] Semi-independent study on selected topics in science education. May be repeated. Consent of supervising instructor required. [1-3]

SCED 3890. Special Topics in Science Education. [Formerly SCED 2690] Exploration of a special topic related to science education. May be repeated with change of topic. [1-3]

SCED 4963. Student Teaching Seminar: Secondary. [Formerly SCED 2292] Seminar to accompany EDUC 4953. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

Social Studies Education

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

SSED 3240. Teaching Social Studies in Elementary Schools. [Formerly SSED 2210/2240] Study of conceptual structure of social studies curricula with emphasis on curricular objectives, instructional approaches, teaching materials, and evaluative strategies focusing on teaching social studies in grades K-5, with emphasis on grades 2-5. Corequisite: SCED 3240 and EDUC 3240. [2]

SSED 3260. Human Geography. [Formerly SSED 2400] (Also listed as SSED 6240 for Professional Students) An examination of the human and cultural aspects of various regions of the world including the spatial manifestations of culture, population distribution and movements, language, religion, ethnicity, political geography and resource issues. The course examines human geography themes at local, national and international levels and probes the nature of geographical thinking and the characteristics of geography as a social science. [3]

SSED 3320. Introduction to Literacies in the Social Studies. [Formerly SSED 2690] This course is intended for licensure candidates in secondary education for social studies and for other students who want to explore the concepts and practices of disciplinary literacy that is the links between content and communication. [3]

SSED 3370. Teaching Social Studies in Secondary Schools. [Formerly SSED 2370] Instructional principles and techniques of teaching social studies. Required of students seeking secondary school licensure in
social studies, a social science field, or history. Prerequisite: EDUC 3310 or consent of instructor. Corequisite: SSED 3371. [3]


SSED 3850. Independent Study in Social Studies Education. [Formerly SSED 2960] Semi-independent study on selected topics in social studies education. May be repeated. Consent of supervising instructor required. [1-3]

SSED 3890. Special Topics in Social Studies Education. [Formerly SSED 2690] Exploration of special topics related to social studies education. May be repeated with change of topic. [1-3]

SSED 4963. Student Teaching Seminar: Secondary. [Formerly SSED 2292] Seminar to accompany EDUC 4953. A $300.00 Teacher Performance Assessment fee is associated with this course. [3]

Peabody Honor Scholars

PSCH 1115. Peabody and Patterson Scholars Seminar. Seminar for First-year Peabody and Patterson Scholars. Topics will vary. [3]

PSCH 2110. Patterson Scholarship Seminar II. Seminar for Patterson Scholars in the second year of study. Topics will vary. [0-1]

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

PSCH 3110. Patterson Scholars Seminar III. Seminar for Patterson Scholars in the third year of study. Topics vary. [0-1]

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

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