There are many answers to that question. Because Peabody’s faculty are leaders in their fields who still care deeply about their students. Because you’ll have first access to research findings that give you a career edge. Because your academic experience here will be enriched by a supportive community and world-class resources. Because we focus on student success, providing you not only with a diploma but a powerful CV. Because a concern for creating opportunity and fostering human flourishing is embedded in everything we do. Because we’re different in the way we make a difference.

Discover Vanderbilt University’s Peabody College of education and human development in the pages ahead. We welcome your questions and will work with you to find the answers that are right for you.

Sincerely,

Camilla P. Benbow
Patricia and Rodes Hart Dean of Education and Human Development
What is the ‘Peabody Difference’? There is a community orientation that goes way back to the early role of Peabody, and our programs are at the center of that. We’re looking at the PUBLIC GOOD. That comes through with the kinds of projects we do, the kind of research our students do, and how the world benefits.”

—MAURY NATION, Associate Professor of Human and Organizational Development
Peabody attracts people who change the lives of others. As leaders, policymakers, and scholars, our graduates make a POSITIVE difference.”

— JOSEPH F. MURPHY, Frank W. Mayborn Professor of Education and Associate Dean

The KNOWLEDGE Exchange
WORKING COLLABORATIVELY TO FURTHER DISCOVERY

Leading schools of education do not only transmit knowledge, they create it. Indeed, Peabody’s emphasis on research differentiates us from other schools and ensures that our students benefit from early access to the latest findings. The college’s annual research expenditures routinely exceed $35 million, among the highest for education schools.

Peabody’s research is built around real-world problems and is intended to improve lives and strengthen practice. We test our results in scientific and rigorous ways through randomized field trials and cycles of continuous improvement. Results are disseminated through journals, books, conferences, and various outreach centers. Our graduate students are partners in research from the very beginning. Ph.D. students receive a stipend for research travel.

MASTER’S PROGRAMS
Child Studies
Community Development and Action
Education Policy
Elementary Education
English Language Learners
Higher Education Administration
Human Development Counseling (on campus and online)
Independent School Leadership
International Education Policy and Management
Leadership and Organizational Performance
Learning, Diversity, and Urban Studies
Learning and Design
Public Policy
Quantitative Methods
Reading Education
Secondary Education
Special Education

ED.D. PROGRAM TRACKS
Higher Educational Leadership and Policy
K-12 Education Leadership and Policy
Leadership and Learning in Organizations (online only)

PH.D. PROGRAMS
Community Research and Action Educational Neuroscience Leadership and Policy Studies Learning, Teaching, and Diversity Psychological Sciences Special Education

Learn more about Peabody’s programs at vu.edu/peabody.degrees

CENTERED ON RESEARCH
Centers of excellence affiliated with Peabody focus on moving research from the theoretical to the practical. They include the Peabody Research Institute, the National Center for Leadership in Intensive Intervention, the Tennessee Education Research Alliance, the Vanderbilt Center for Science Outreach, the Susan Gray School (a demonstration school for inclusive early childhood education), and the Vanderbilt Kennedy Center for Research on Human Development. For a complete discussion of these centers, visit our website: peabody.vanderbilt.edu.
Peabody faculty members Maury Nation, David Diehl, Emily Tanner-Smith, and Paul Speer received $4.9 million from the National Institute of Justice for the Nashville Longitudinal Study of Youth Safety and Wellbeing. They seek to identify strategic levers to positively influence youth development and educational outcomes.

A $1.6 million study by Professors Jason Grissom and Ellen Goldring will refine and expand the use of an assessment tool that helps school principals observe classroom instruction and provide feedback and support to teachers. The study is funded by the National Center for Education Research.

An examination of the link between math and reading comprehension is at the heart of a $2.5 million grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development. The grant supports one of four national Learning Disability Innovation Hubs. Professors Doug and Lynn Fuchs, Laurie Cutting, and Jeannette Mancilla-Martinez lead Peabody’s hub.

The National Science Foundation awarded Melissa Gresalfi more than $500,000 for an exploration of the ways that mathematics is embedded in women’s crafting practices, such as knitting, and how these embodied experiences might be developed to enhance mathematics learning.

Our FACULTY

INFLUENTIAL SCHOLARS INVESTED IN YOU

The Vanderbilt Peabody College faculty constitutes one of the leading education and human development faculties in the nation, with most of its members nationally or internationally recognized in their fields. In addition to their teaching and research, you will find that our faculty members are busy advising policymakers and agencies at local, state, and federal levels; collaborating with scholars around the globe; and sharing their expertise with advocacy organizations and practitioners in the field.

Many have been honored for their accomplishments in their disciplines with national awards. Others serve as editors of prominent academic journals or leaders of professional organizations. Peabody is home to three members of the prestigious National Academy of Education and twelve American Educational Research Association Fellows.

The college’s full-time faculty numbers 157. Nearly 55 percent of tenure/tenure-track faculty are women, and 17 percent come from minority groups. Nineteen faculty members hold named endowed chairs, a rare honor bestowed only to faculty of the highest caliber.

As a student, you will have the opportunity to develop collegial relationships with these scholars, and you will find that they enjoy serving as mentors for your future academic and career success. Whether in the context of research projects or practicums, Peabody provides many opportunities for interaction.

KNOWLEDGE MAKERS

Associate Professor Christopher Lemons, who studies reading interventions for students with intellectual or developmental disabilities, received a 2016 Presidential Early Career Award for Scientists and Engineers from President Barack Obama.

Ebony McGee, assistant professor of diversity and STEM education, delivered the keynote address at the 2016 UNCF STEM Scholars Student Leadership Summit. She also received a Vanderbilt Chancellor’s Award for Research on Equity, Diversity, and Inclusion.

In 2015, Sonya Sterba, associate professor of psychology, was named a Rising Star by the Association for Psychological Science. Sterba is an expert in multivariate experimental psychology.

Angela Boatman, assistant professor of public policy and higher education, was invited to address the Federal Reserve Board of Governors in 2016 on the subject of student loan aversion. An expert on affordable housing, Associate Professor of Human and Organizational Development James Fraser was named in 2016 by Nashville Mayor Megan Barry to a Smart-City Working Group to support citizen-centered public services.

MEET OUR FACULTY

vu.edu/peabodyfaculty
Here at Vanderbilt Peabody College, we are committed to **STRONG RELATIONSHIPS** with community organizations and schools to help teachers and future teachers meet the diverse needs of all children. All children deserve good teachers who work as leaders in their schools and communities toward a more equitable and just society.”

—**ANDREW L. HOSTETLER**, Assistant Professor of the Practice of Social Studies Education, Director of Secondary Education, Department of Teaching and Learning
Our PEOPLE
READY TO TRANSFORM TOMORROW

Peabody offers a close, well-rounded community of people who bring together diverse perspectives with a shared passion to make a difference. Life on campus is lively, with many student organizations, lectures, social events, and gatherings. Being walking distance to many locally owned shops and restaurants, it’s not unusual for our students to collaborate over lunch at the nearby Grilled Cheeserie or coffee at Fido Cafe. Peabody’s collaborative environment offers a life-changing experience that will help guide you for many years to come.

Our students represent a variety of backgrounds. Some of your classmates will have come straight from under-graduate study, others will have spent many years in a professional career. Peabody students represent 38 states and dozens of countries, and their individual experiences touch every part of the world.

No matter what their interests or previous studies, all of our students are eager to move forward and advance in their field. Do you want to transform tomorrow? Peabody is the destination for those who want to make difference.

Attending Peabody has been one of the most fulfilling experiences of my life. The theory that grounds the instruction here has changed the way I view both my own practice and my educative experiences as an adolescent. I have particularly enjoyed collaborating with classmates on group projects.”

—RACHEL CARTER, M.ED. ’16
A DEGREE of Difference

The M.Ed., M.P.P., Ed.D., and Ph.D. are professional or practice-oriented degrees offered for those who want to advance in their careers in the fields of education, special education, or public or private organizations. Professional goals met through Peabody programs may include preparations for teaching, for education administration, and for leadership roles in business, government, nonprofit agencies, or health and human services. Choose from our diverse programs that explore the most difficult questions in research, policy, and practice and learn what sets Peabody College apart.

PEABODY MASTER’S AND DOCTORAL PROGRAMS AND ADMISSIONS REQUIREMENTS

The Child Studies program trains knowledgeable practitioners and researchers in fields related to child and adolescent development through one of two tracks. Both options require that students become skilled in integrating the most current child development research and theory with effective practice in professional or academic settings.

The Applied Professional Track is well suited for students who are interested in working directly with children and families in practitioner roles.

The Peabody Difference
• Our flexible and highly individualized program combines coursework in developmental theory and research with electives and hands-on experiences tailored to students’ academic and professional goals.
• Students complete multiple practicum placements in university, community, and human service organizations to develop expertise in applying developmental science and evidence-based practice toward solutions to real-world problems.

The Clinical and Developmental Research Track is designed for students who are interested in eventually pursuing doctoral programs or careers in research.

The Peabody Difference
• Students complete a two-year practicum placement in a research lab with direct training and mentorship provided by a nationally recognized university professor, so students may develop their own research agenda and develop professional competencies, including the preparation of manuscripts, grants, and conference presentations.
• We have an established record of success among track graduates in gaining admission to doctoral programs in clinical, developmental, and other areas of psychology.

The Community Development and Action program prepares professionals for leadership in community and human services organizations and institutions that foster positive, sustainable, community-based change. By combining theory, research, and practice, students are equipped with the tools to study, design, and sustain change in organizations, communities, and policies that support positive human development.

The Peabody Difference
• Faculty and students are devoted to enacting positive social change.
• Faculty, students, and alumni are involved and connected with a broad range of local, national, and international organizations that provide students with opportunities for experience-based education and scholarship.
• Our program’s flexibility allows students to select courses, practicum placements, and capstone experiences that are meaningful to them and aligned with their professional goals.

The Education Policy program explores a practice-focused curriculum grounded in social science research and come to understand the broader social, economic, political, and historical context of contemporary education and education policy. All M.P.P. students complete a field-based summer practicum and apply the content knowledge and analytical skills derived from coursework to profession-ally based policy work.

The Peabody Difference
• The M.P.P. program is unique. It is a master’s of public policy degree, which as particular value to educators, but it is given specifically in education policy—the only program like it in the country.
• The two-year program allows students to be fully immersed in education policy, to reflect, to gain valuable experience in the local education policy community, and to build their professional networks.
• Tennessee sits at the leading edge of education reform and evidence-informed policy, meaning there is no better state in the country to study education policy issues. M.P.P. program faculty have close working relationships with the Tennessee Department of Education, the Tennessee Higher Education Commission, and other agencies, as well as Metro Nashville Public Schools, and other local districts that facilitate opportunities for our students.

The Elementary Education program offers vigorous coursework and field experiences for those who want to teach children from kindergarten through fifth grade across all curriculum areas. This 13-month program is for students seeking initial licensure or wishing to increase their knowledge and skills by attaining an advanced degree.

The Peabody Difference
• Field experiences in schools and in non-school settings offer Peabody students opportunities to know and effectively serve young learners who have historically been marginalized in and out of school and their families.
• Subject-specific pedagogy courses enable our students to engage their learners in meaningful and challenging subject matter.
• Strong collaboration among faculty members promotes coursework that is tightly integrated around the themes of equity, access, and inclusion, across subject areas and between campus and field.
ENGLISH LANGUAGE LEARNERS M.Ed.
The English Language Learners program is open to students who possess a state teaching license, as well as those who wish to pursue advanced study of teaching linguistically diverse students in international settings. The program introduces Peabody students to the foundational and practical information needed to serve effectively populations who are learning English as a second language. In addition, our students may choose to specialize in teaching English language learners in either U.S. or international settings.

The Peabody Difference
• Our students have opportunities to engage in research (if interested in preparing for doctoral studies) and teaching alongside nationally recognized faculty who work closely with language learners to promote equitable learning opportunities.
• Coursework leads to in-depth understandings of teaching and learning English effectively in international or U.S. schools.
• In addition, Peabody students may tailor a program of study to their individual needs.
• Nashville offers unique insights into intercultural communication, community building, and second language learning in the K-12 schools and community centers of our local rich and diverse immigrant community.

HIGHER EDUCATION ADMINISTRATION M.Ed.
The program in Higher Education Administration is for students planning to enter administrative roles at colleges and universities, state education agencies, or postsecondary-related nonprofits. We offer three distinct courses of study—student affairs, enrollment management, and general administration and policy—to those seeking a higher education administration degree.

The Peabody Difference
• Our courses are taught by leading researchers in the higher education field.
• We recruit a diverse and talented mix of students from around the country and the world.
• We offer extensive career training and preparation to launch your higher education career.

HUMAN DEVELOPMENT COUNSELING M.Ed.
Directing theory and research toward the intersection of people and environments, the Human Development Counseling program prepares counselors sensitive to the complexities of human development. Graduates learn to translate sound theoretical knowledge into effective counseling programs and are uniquely qualified to work with diverse populations in varied human settings. Students may choose one of two tracks: Clinical and Mental Health Counseling or School Counseling. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Peabody Difference
• The emphasis on applying developmentally appropriate interventions across the lifespan is a unique aspect of the program. Students are trained to integrate knowledge of developmental processes in their work with individuals, schools, and communities.
• A multicultural understanding is essential as well and faculty work to include this perspective in their curriculum and experiential activities. An emphasis on self-awareness and reflection in coursework and field experiences is directly linked to the overall goal of training ethical and culturally competent counselors. Students are encouraged to stay current in the field and participate in professional organizations.
• Over the last five years, the program has achieved 100 percent pass rate on the National Counselor Examination (NCE).

Information on the online M.Ed. in Human Development Counseling with a specialization in school counseling can be found at: peabodyonline.vanderbilt.edu

INDEPENDENT SCHOOL LEADERSHIP M.Ed.
This unique fifteen-month program fosters leaders who understand the complex educational, political, social, fiscal, and moral dimensions of independent schools and who are able to propel their schools to high levels of achievement. Purposefully designed for the realities of independent school leadership, our independent school leadership programs encourage students to explore and master the multiple areas of expertise needed to effectively lead a school community in an experiential program of study and practice.

The Peabody Difference
• Current and aspiring independent school leaders, who maintain their current employment while pursuing this degree, comprise a diverse, twenty-member cohort that interacts with world-class faculty and expert practitioners to sharpen competencies essential to effective independent school leadership.
• Expert independent school practitioners offer their insights as guest speakers, panel members, and mentors throughout the school year.
• Our cultivation of action research capacity uses the school year between summer research capacity uses the school year between summer and program evaluation, while also developing their own critical thinking, collaborative, interpersonal, research and leadership skills.

INTERNATIONAL EDUCATION POLICY AND MANAGEMENT M.Ed.
The International Education Policy and Management (IEPM) program prepares students to build academic or professional careers that aim to maximize the positive impact of education on social and economic development both in the United States and around the world. IEPM students explore issues in K-12, higher education, and organizational development with an international and comparative perspective, and pay special attention to the role of education in economic growth, social cohesion, and global health.

The Peabody Difference
• Small program with top-caliber faculty and diversity of students who have rich international experiences that promote dynamic collaborative inquiries.
• Rigorous, substantive, and methodological core courses that prepare students with sought-after skills for career opportunities in international and domestic institutions for education, public policy, management, and development;
• Individualized program of study with wide-ranging electives to enrich applied learning experiences and build a strong career portfolio for each student.

LEADERSHIP AND ORGANIZATIONAL PERFORMANCE M.Ed.
Leadership and Organizational Performance students explore ways to navigate contexts in which human and organizational performance intersect. Combining contemporary research and practice from multiple fields, the curriculum prepares graduates to lead in for-profit, non-profit, government, and educational organizations. Students acquire a sophisticated understanding of organizational analysis and development, talent management, evidence-based practice, and program evaluation, while also developing their own critical thinking, collaborative, interpersonal, research and leadership skills.

The Peabody Difference
• Emphasizes the development of student competencies to facilitate both high productivity and engagement in work environments and collaborative working relationships.
• Prepares students to be comfortable with ambiguity and proficient in the face of rapid change as organizational environments become increasingly complex.
• Provides flexibility, allowing students to maintain their current employment while completing the program.
LEARNING AND DESIGN M.Ed.
The Learning and Design program supports educators and other professionals interested in learning how to create and study environments that have impact across scale, time and context. This program focuses on understanding how people learn, how contexts and tools influence learning, and how to design learning environments and activities to support learning.

The Peabody Difference
- Immersive ten-month program where students engage with faculty in learning cutting-edge research that attends to design and analysis of design for learning with a focus on the diversity of how people learn.
- Coursework is directly connected to schools, libraries, and community organizations to support the L&D cohort in exploring connections and implications of theory in practice.
- Students graduate with the knowledge to contribute to and create innovative learning environments in and out of school.
- Graduates pursue careers that range from teaching in K–12 contexts, designing curricula both in and out of school, leading non-traditional learning experiences, or pursuing advanced degrees in learning and design through a Ph.D. program.

LEARNING, DIVERSITY, AND URBAN STUDIES M.Ed.
The Learning, Diversity and Urban Studies is a non-licensure master’s degree program centered on issues of promoting social justice and equitable education for all learners. This ten-month program will prepare you with the knowledge and the research skills to develop innovative visions for community leadership, advocacy, and action; to promote equity and justice in schools or work places, and to insert underrepresented voices into the public arena and national policy dialogues.

The Peabody Difference
- Intense focus on relationships across race, gender, class, ethnicity and many other forms of diversity. Students work toward deeper understandings about equity and develop a firm commitment to social justice.
- It follows an immersion model in which students apply what they learn in internship placements.
- The curriculum is flexible and interdisciplinary, which allows students to focus specifically on what they would like to accomplish.

QUANTITATIVE METHODS M.Ed.
Quantitative Methods provides a strong foundation for students who wish to work in applied research settings such as school systems, government, industry, dedicated research institutes, academic settings, testing companies and medical settings. In addition to taking a variety of courses in quantitative methods, all students complete an intensive internship in an applied research setting.

The Peabody Difference
- Breadth of course offerings taught by highly talented faculty
- Small cohorts with a great deal of interaction among students and faculty
- A real-world internship experience tailored to the career goals of each student

READING EDUCATION M.Ed.
The Reading Education program is designed to focus on literacy development, assessment, and instruction of students with diverse learning and literacy needs. The program meets standards suggested by the International Reading Association and INTASC accrediting standards. To be admitted, students must have teacher licensure or equivalent teaching experiences. This 12-month program of study can be designed to fulfill the requirements for an add-on endorsement as a reading specialist.

The Peabody Difference
- Opportunities to take a range of courses that balance literacy theory and practice as well as examine issues related to education more broadly
- Individualized learning and collaborative learning with a small cohort as well as opportunities to work alongside world-renowned researchers in the field of literacy
- Experience working in schools in collaboration with Peabody faculty and local educators with a commitment to promoting social justice

SECONDARY EDUCATION M.Ed.
Designed for those with an interest in teaching young people from sixth through twelfth grade, the secondary education program offers an opportunity for rigorous coursework as well as internships culminating with an M.Ed. and recommendation for licensure. Students select one of four content areas to specialize in: English, Mathematics, Science or Social Studies based on qualifications from their undergraduate degree.

The Peabody Difference
- Experiences are anchored in signature pedagogies, such as live actor simulations and video analysis of teaching that support culturally responsive teaching. These are not one off experiences but extend and bridge coursework and fieldwork experiences to provide a solid foundation for novice teachers.
- Our program engages novice teachers in an inquiry approach to teaching. Investigating your own teaching practices with support from peers and faculty empowers you through self-directed professional development and supports skill development in the use of data to inform teaching.
- Core principles that guide program development and teaching practices include commitments to diversity, culturally responsive teaching, disciplinary practices, and inquiry. In practice, we position student thinking as a central resource in the classroom and encourage teachers to find a way to tap into (elicit–prompt, draw out, and build on) student thinking and students’ ideas.

SPECIAL EDUCATION M.Ed.
The Special Education program offers individualized preparation for highly qualified students who have completed undergraduate programs in special education or related areas. Through our licensure and endorsement pathways, our graduates go on to serve as special educators in districts across the country. Students select one of four specialization areas from early childhood, high-incidence disabilities, severe disabilities, or visual disabilities. Students may also apply to complete the Applied Behavior Analysis (ABA) training program in conjunction with a specialization.

The Peabody Difference
- Our training centers emphasize data-based instruction and decision-making, along with evidence-based practices, to improve academic, social, and communication outcomes across a variety of settings for students with disabilities.
- In addition to didactic coursework and field experiences, our students work with the top faculty in special education on research projects to further develop the next iteration of effective practices for individuals requiring intensive intervention.
- Graduates of this program go into teaching positions along with leadership positions in school and community settings. The majority of our students receive tuition and stipend support for a significant portion of their program of study.
JOINT PROGRAMS

EDUCATION POLICY  M.P.P. and Law J.D.
Prospective students with dual interests in public policy and law may apply to the joint J.D./M.P.P. degree program. Offered through Vanderbilt Law School and Peabody College, the joint degree can be obtained in four years. Candidates for admission must apply and be accepted separately to each program.

COMMUNITY DEVELOPMENT AND ACTION  M.Ed. and Divinity M.T.S.or M.Div.
This joint degree program allows students to gain the advantages of both degrees and schools. It draws on the Community Development and Action program and Vanderbilt Divinity School’s common interests in promoting ethical, effective, and sustainable community-level change. This joint degree program enables students to complete the M.Ed./M.T.S. degree in three years and the M.Ed./M.Div. degree in four years, saving one year in school for both scenarios. Candidates for admission must apply and be accepted separately to each program.

LEARNING AND DESIGN  M.Ed. and M.D.
Medical students interested in obtaining further training, expertise, and immersion in educational theory and practice may complete a joint master’s degree in education (M.Ed.) and M.D. degree in five years. The program immerses students in the theory and science of how people learn, how to organize conditions best to optimize that learning while providing students the opportunity to pursue independent work in an area of their choosing. Candidates for admission must apply and be accepted separately to each program.

LEADERSHIP AND POLICY  Ed.D.

K–12 LEADERSHIP AND POLICY
The on-campus education doctorate offers a week-end-based curriculum that blends theory and practice and is designed to meet the needs of mid-career professionals from around the country. This executive doctoral program centers on the problems of educational practice and policy and trains scholar-practitioners whose knowledge, leadership, analytical and management skills enhance the performance of educational institutions and organizations. Ed.D. students pursue concentrations in K–12 educational leadership and policy or higher education leadership and policy.

The Peabody Difference
• A capstone-based program that challenges students to draw upon the disciplinary knowledge, conceptual understanding, and analytical skills acquired throughout the program to solve multi-faceted problems of practice.
• A weekend-based program to meet the needs of mid-career professionals in K–12 and higher education from around the country.
• A doctoral program grounded in theory and social science research that provides students with practical skills to enhance the performance of K–12 and higher education institutions and organizations.

LEADERSHIP AND LEARNING IN ORGANIZATIONS  Ed.D. (Online only)
Across industries, effective leaders provide the support and direction necessary to foster development, leverage resources, create solutions and resolve organizational challenges. Peabody’s online Ed.D. in leadership and learning in organizations is designed for professionals interested in driving systemic change and improvement. Students will strengthen their communication, management, inquiry and assessment skills and immediately apply what they learn to multi-faceted problems of practice.
Through a comprehensive curriculum, students will learn to use data analytics to lead organizational development while developing a unique perspective in learning and design.
For more information visit peabodyonline.vanderbilt.edu

LEADERSHIP AND LEARNING IN ORGANIZATIONS  Ed.D. (Online only)

learning and design  M.ed.
Medical students interested in obtaining further training, expertise, and immersion in educational theory and practice may complete a joint master’s degree in education (M.Ed.) and M.D. degree in five years. The program immerses students in the theory and science of how people learn, how to organize conditions best to optimize that learning while providing students the opportunity to pursue independent work in an area of their choosing. Candidates for admission must apply and be accepted separately to each program.

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For more information visit peabodyonline.vanderbilt.edu
DOCTOR OF PHILOSOPHY

COMMUNITY RESEARCH AND ACTION Ph.D.
• The C.R.A. doctoral degree prepares action-oriented researchers for academic or policy-related careers in applied community studies in community psychology, community development, social-program evaluation, organizational change, health care, mental health policy, prevention, urban change, and social policy. Action research involves informed social action followed by evaluation and renewed action, ideally with the full participation of those affected. Graduates use research to promote local, national, and international human and organizational development.

EDUCATIONAL NEUROSCIENCE Ph.D.
• This emerging area of inquiry within the broader landscape of modern neuroscience is in response to the increased demand for further scientific understanding in the areas of child development, educational assessment, educational intervention, and family processes. Candidates should have backgrounds in neuroscience, psychology, and/or education and should have demonstrated potential for conducting research.

The Peabody Difference
• Ours is the only Educational Neuroscience program housed within a neuroscience Ph.D. graduate program.
• Students receive strong methodological training in basic neuroscience and in school-based experiences. Faculty from departments including special education, psychology, and speech and hearing sciences enhance the multidisciplinary nature of the curriculum.

The Peabody Difference
• Our Community Research and Action faculty and curriculum differ from most programs, which are either housed within a traditional disciplinary department or are traditionally multidisciplinary, while our social-justice-oriented faculty of community psychologists, sociologists, geographers, human development specialists, and community health education/counseling researchers provide an interdisciplinary approach to community action.
• The program’s strong and diverse methodological training emphasizes quantitative and qualitative practical research methods in three substantive areas: education and youth development; community health; and urbanization, environment and community development.

• The core program faculty of twenty is one of the largest community program faculty in the world and is supported by affiliated faculty and local partners throughout the city of Nashville and beyond, bringing together faculty, students, and other partners who are diverse in discipline, methodological orientation, race/ethnicity, age, gender, sexual orientation.

LEADERSHIP AND POLICY STUDIES Ph.D.
• This emerging area of inquiry within the broader landscape of modern neuroscience is in response to the increased demand for further scientific understanding in the areas of child development, educational assessment, educational intervention, and family processes. Candidates should have backgrounds in neuroscience, psychology, and/or education and should have demonstrated potential for conducting research.

The Peabody Difference
• The top program in the United States has a long track record of producing the most visible national and international leaders in special education research and policy.
• Our Department of Special Education is closely associated with the Vanderbilt Kennedy Center for Research on Human Development, one of fourteen national centers for research on developmental disabilities and related aspects of human development.
• Faculty in the Department of Special Education are highly accomplished and collaborate with faculty from the departments of Teaching and Learning, Psychology, Speech and Hearing Sciences, and Educational Neuroscience.
• Our program emphasizes rigorous training in social sciences research with an emphasis in quantitative methodology.

Learning, Teaching, and Diversity Ph.D.
• This doctoral program offered by the Vanderbilt Graduate School prepares students to address the interdisciplinary nature of problems related to learning, teaching, and diversity. Faculty members create opportunities for students to work across the traditional boundaries that separate different subject matter domains, or scholarship and practice, or the world of schooling from the family, community, and workplace. Areas of specialization include: psychology, education, and environmental studies.

The Peabody Difference
• Ours is the only Educational Neuroscience program housed within a neuroscience Ph.D. graduate program.
• Students receive strong methodological training in basic neuroscience and in school-based experiences. Faculty from departments including special education, psychology, and speech and hearing sciences enhance the multidisciplinary nature of the curriculum.

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Psychological Sciences Ph.D.
• This doctoral program prepares graduates for leadership positions in higher education, school districts, and human service agencies. The program is competency-based and places a specific emphasis on research and teaching. Doctoral students complete coursework and intensive mentoring experiences to prepare them to design state-of-the-art research in applied settings and to train future special educators. Specializations within the program include:
• Early childhood special education
• High incidence disabilities
• Severe and multiple disabilities

The Peabody Difference
• The top program in the United States has a long track record of producing the most visible national and international leaders in special education research and policy.
• Our Department of Special Education is closely associated with the Vanderbilt Kennedy Center for Research on Human Development, one of fourteen national centers for research on developmental disabilities and related aspects of human development.
• Faculty in the Department of Special Education are highly accomplished and collaborate with faculty from the departments of Teaching and Learning, Psychology, Speech and Hearing Sciences, and Educational Neuroscience.
• Our program emphasizes rigorous training in social sciences research with an emphasis in quantitative methodology.
APPLICATION REQUIREMENTS

MASTER’S PROGRAMS (ON-CAMPUS)
• Online application form (apply.vanderbilt.edu)
• Transcript(s) from prior undergraduate and graduate work
• Graduate Record Examination (GRE) scores (The GRE must have been taken within the last five years.)

Note: Scores from Miller Analogies Test (MAT) taken within the last five years may be submitted in lieu of the GRE for the following M.Ed. programs only:
– Elementary Education
– English Language Learners
– Learning, Diversity and Urban Studies
– Learning and Design
– Reading Education
– Secondary Education
– Human Development Counseling

• Two letters of recommendation
• Statement of purpose
• International students must submit either TOEFL or IELTS scores unless your college degree was granted from an accredited institution in the United States, Canada, United Kingdom, Ireland, Australia, New Zealand, or from an English-medium university in South Africa. The transcript(s) from your prior undergraduate and graduate work must also include English translations.

Application fee: $0
Priority Deadline: December 31
Applications received after December 31 will be evaluated for admission and financial aid on a space-and-funds-available basis.

Master’s and Ed.D. Programs (Online)
Find application requirements for the online Human Development Counseling M.Ed. and Leadership and Learning in Organizations Ed.D. at: peabodyonline.vanderbilt.edu

ED.D. PROGRAMS (ON-CAMPUS)
• Online application form (apply.vanderbilt.edu)
• Transcript(s) from prior undergraduate and graduate work
• Graduate Record Examination (GRE) scores (The GRE must have been taken within the last five years.)
• Three letters of recommendation
• Statement of purpose
• International students must submit either TOEFL or IELTS scores unless your college degree was granted from an accredited institution in the United States, Canada, United Kingdom, Ireland, Australia, New Zealand, or from an English-medium university in South Africa. The transcripts from your prior undergraduate and graduate work must also include English translations.

Application fee: $0
Priority Deadline: December 31
Applications received after December 31 will be evaluated for admission and financial aid on a space-and-funds-available basis.

Ph.D. PROGRAMS
• Online application form (apply.vanderbilt.edu)
• Transcript(s) from prior undergraduate and graduate work
• Graduate Record Examination (GRE) scores (The GRE must have been taken within the last five years.)
• Three letters of recommendation
• Statement of purpose
• Scholarly writing sample (Special Education Ph.D. program only)
• International students must submit either TOEFL or IELTS scores unless your college degree was granted from an accredited institution in the United States, Canada, United Kingdom, Ireland, Australia, New Zealand, or from an English medium university in South Africa. The transcripts from your prior undergraduate and graduate work must also include English translations.

Application fee: $95
Deadline: December 1

FINANCIAL AID

Master’s and Ed.D. Programs
• Every applicant to an on-campus program is considered for merit-based aid upon application submission. There is no separate form to complete.
• Peabody sponsors several substantial scholarships with varying tuition benefits.
• In addition, many students take advantage of assistantships, on-campus jobs, federal work-study jobs, and federal and private loans to finance their education.

Ph.D. Programs
• All admitted Ph.D. students receive funding for up to five years of study, customized by their program.
• Those invited to join us will receive a financial package that includes full tuition, a monthly stipend competitive with any college of education in the nation, other funds to support professional development, and health insurance.

Graduate Study While Working
Several master’s programs make it possible for you to pursue professional education while employed full-time. Many courses are taught in the evenings or on weekends. Whether you are a full-time graduate student or a current practitioner, you will appreciate the faculty’s attention to designing efficient and straightforward curricula to maximize the use of your time.
My time at Peabody left me asking more detailed and informed questions. The unique experience of applying lessons from the classroom directly to areas of legislation, policy, or research is Peabody’s greatest asset.”

—WILLIAM PAYTON RICHARDSON, M.P.P., ’15
Quantitative Research Analyst
Center for Research on Education Outcomes at Stanford University
At Peabody, we strive to cultivate leaders and give our students the skills they need to make an impact in the world around them. Peabody Career Services is your strategic career partner. We partner with our students through career strategy appointments, interview relays, career preparation events, and student success outreach and tracking. We also offer each student individual, one-on-one career counseling sessions to ensure an effectively launched career upon graduation.

Our individual attention to each student not only sets Peabody apart from our peer schools, it puts our graduates ahead of the competition.

Because our graduates are in such high demand, as of September 30, 2016, 95 percent of graduates in 2015–2016 have been employed successfully.

To learn more about Peabody's career services, visit vu.edu/peabodycareer.

“My Career Services director helped me every step of the way.”
—Irene Kan, M.Ed. ’16

“You’re in good hands. They really care!”
—Anne Everett, M.Ed. ’16

WHERE OUR GRADUATES WORK

WHERE OUR GRADUATES LIVE

58% of graduates launched their careers in TN
55% of graduates launched their careers outside of TN

*Data is from 2014 to 2017

COMPANIES THAT HIRE OUR GRADUATES

Charter K12: KIPP, Rocketship, YES Prep, Democracy Prep
Consulting/Think Tanks: Deloitte, Huron, Ernst & Young, Education Advisory Board, InfoWorks
Continuing Education: Cornell University; Yale University; University of Texas; Northwestern University; University of Virginia; University of California, Los Angeles
Higher Education: Rhodes College, New York University, University of Arizona, Georgia State University, University of Notre Dame, University of Kansas, Miami University
Non-profits: Centerstone Research Institute, United Way, Girls on the Run, YWCA, Children’s Healthcare of Atlanta, Salvation Army

Other: Nissan North America, Disney, Kaiser Permanente, Uber
Private K12: Ensworth Academy, The Bishop’s School, Maryland School for the Blind, Phoenix Country Day School
Public K12: Metro Nashville Public Schools, San Diego Unified School District, Arlington Public Schools, Denver Public Schools
Public Policy/Government: Tennessee Higher Education Commission, Georgia Department of Early Care and Learning, Texas Aspires, Nebraska Department of Education, UN Special Envoy for Global Education
RECENT ALUMNI SUCCESS

Julie DeVoe, M.Ed. ’12
Director of Scholar Advising
Morehead-Cain Foundation

Greg Schermbeck, M.Ed. ’14
Founder & Principal
SchermCo

Robbye Good, M.Ed. ’13
Vice President of Investor Relations
and Special Projects
Hope Enterprise Corporation

Chen Chen, M.Ed. ’12
Chinese Language Teacher
Harvard-Westlake School

Robert Robinson, M.Ed. ’13
Associate Director
Alignment Nashville

Sissy Peters, M.Ed. ’13
Associate Program Manager
Vanderbilt Reading Clinic

Nicole Queathem, M.Ed. ’14
Certified Child Life Specialist
Duke Children's Hospital and Health Center
Pediatric Hematology/Oncology and Neuro-Oncology

Laura Moore, M.Ed. ’14
Senior Advisor for Education
Office of Mayor Megan Barry
Metropolitan Government of Nashville and Davidson County

Ayindé Rudolph, Ed.D. ’12
Superintendent of Schools
Mountain View Whisman School District
Nashville is a great place to live. There’s fabulous food, major league sports teams, a burgeoning tech community, a national center for health care innovation, a thriving social scene and friendly people. You’ll also enjoy a great music tradition while living in America’s newly proclaimed “It” city. Nashville is a metropolitan place that proudly exudes all of the charm and hospitality one expects from a Southern capital.

“I was quick to call Nashville home. I find it an intellectually stimulating place with everything one could ask for. With fine arts and live music, numerous parks and outdoor activities, a variety of independently owned restaurants, local farmer’s markets, and much more ... one is bound to enjoy one’s time in Nashville.”

—Amber Wang, Ph.D. ’16

SMART PLACE TO LIVE
Nashville was named one of the 15 best U.S. cities for work and family by *Fortune* magazine, ranked as the No. 1 most popular U.S. city for corporate relocations by *Expansion Management* magazine, and named by *Forbes* magazine as one of the 25 cities most likely to have the country’s highest job growth over the coming five years.
There is a reason that Vanderbilt, especially Peabody, is known as the ‘Gold Standard,’ because there is truly no place else like it in the country. I feel honored to be a Commodore.”

—Sissy Peters, M.Ed. ’13
Associate Program Manager
Vanderbilt Reading Clinic

Connect WITH US

There are many ways to connect with Peabody. From a robust social media presence and plentiful faculty video interviews, to a series of admissions webinars and open houses, there are many avenues available to find out more about what we offer.

Visit PEABODY

We encourage you to visit Peabody, a jewel on Vanderbilt’s stunning 330-acre campus. During your visit, you can talk with faculty, admissions counselors, and students; learn more about the college’s expectations and offerings; and determine whether the college fits your needs and interests. To arrange a visit or guided tour, we suggest you schedule an appointment with the program to which you are applying at least two weeks in advance.

Visit our website for more information: peabody.vanderbilt.edu.

Can’t make it to Nashville?
Check our virtual tour to see highlights at: vu.edu/tour