Welcome to the Department of Teaching and Learning! We hope your study with us is stimulating and rewarding. Please feel free to contact the Graduate Program Coordinator, or the Director of Graduate Studies for assistance as needed.

The latest requirements for your degree program can be found at our website at:

http://peabody.vanderbilt.edu/departments/tl/graduate_programs/masters_program_med/index.php

This site also has information about when classes are typically scheduled and important forms you need in your progress toward completion of your degree program and the Master of Education Handbook.

Degree Progression Checklist

_______ Obtain a Vanderbilt ID Card – your student ID card and allows you to use the libraries, access academic buildings, Student Rec Center, health services, meals, etc. ID cards are made at the Vanderbilt University Card Office, 124 Sarratt Student Center, 8:30 AM to 4:00 PM, M-F. For more information visit their website: www.vanderbilt.edu/commordorecard/.

_______ University Vehicle Registration
It is important to register your vehicle with Vanderbilt Traffic and Parking as quickly as possible (prior to the first day of classes). STUDENTS MUST HAVE STICKERS ON THEIR CARS TO PARK ON CAMPUS AT ANY TIME - IF NOT YOU WILL BE TICKETED AND TOWED (costs you $55.00 cash to retrieve your vehicle)!!! Traffic and Parking is located at Wesley Place Garage, 2043 Scarritt Place, phone: 322-2554. For more information, visit their website www.vanderbilt.edu/traffic_parking.

_______ Communicate local address to Office of Academic Services either via Registration Data Form or at: http://registrar.vanderbilt.edu/academicrec/address.htm

_______ Communicate local address to Graduate Program Coordinator to angela.saylor@vanderbilt.edu

_______ Obtain VUnetID and e-password and a Vanderbilt email address at https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html

_______ Transfer credit from other institutions (if applicable)

_______ Submit Program of Studies prior to completing 12 semester hours
Enroll in the capstone class EDUC 3680 if you are a Learning and Instruction, a Learning, Diversity, and Urban Studies and/or a Reading Education student.

File an Intent to Graduate Form

1. **Local Address**

   _As soon as possible_ after matriculation, notify both the Office of Academic Services of Peabody College (Peabody Administration Building) and the Department of Teaching and Learning (DTL) Graduate Program Coordinator (Wyatt 350-1) of your local address and phone number. All of this can be done either via Registration Data Form or at: [http://registrar.vanderbilt.edu/academicrec/address.htm](http://registrar.vanderbilt.edu/academicrec/address.htm)

2. **E-Mail Address**

   Upon matriculation, you will be asked to establish a VUNetID and e-password. You need this to register for classes on YES, view your transcript, get your grades, and participate in classes using OAK. You will also need to set up a Vanderbilt email address. All of this can be done at: [https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html](https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html) and at [http://its.vanderbilt.edu/vumail/](http://its.vanderbilt.edu/vumail/)

   Your Vanderbilt email address is the _official address_ for communications from Director of Graduate Studies, the Graduate Coordinator, and the Department Chair. Communications about upcoming events, registration for capstone events, and other matters pertaining to graduate study here at the Department of Teaching and Learning will only come to your official Vanderbilt email address. You can forward your mail from this address to any mail address you wish to use. Failure to respond to official communication may delay your graduation if deadlines are not met.

3. **Transfer of Credit**

   Transfer work must have been completed at a regionally accredited institution in which the student was registered as a post-baccalaureate student at the time the graduate level credit was earned. Transcripts from each institution attended must be submitted even though the work may appear on another transcript. Transcripts must be sent directly from each school attended. Transcripts submitted by applicants are not acceptable. Credits earned with a grade lower than B- are not accepted as transfer credit. A course with a grade of Cr., S, P, etc. may be transferred provided the student's official transcript defines such grades as the equivalent of B- or better, or the registrar certifies an equivalent grade of B- or above.

   Transfer credits counted toward a degree program require approval of the student's faculty advisor, Director of Graduate Studies, and the Assistant Dean. Transfer work completed prior to matriculation at Peabody College should be submitted for approval during the student's second semester of work at Peabody or prior to the completion of 12 semester hours of coursework, whichever occurs first. Transfer work to be completed after a student matriculates into Peabody College requires prior approval of the student's faculty advisor, Director of Graduate Studies, and the Assistant Dean.
A **maximum of six graduate-level semester hours** may be transferred to a 30 or 36 hour master's program. This also requires approval from the student's advisor, Director of Graduate Studies, and the Assistant Dean.

A maximum of nine graduate-level semester hours earned as a special student at Vanderbilt University **may** count toward a professional master's degree program.

The Transfer of Credit form is available from the Graduate Studies Assistant (Wyatt 350-1) or in PDF format at this site:

[http://peabody.vanderbilt.edu/departments/tl/graduate_programs/masters_program_med/handbooks_and_forms.php](http://peabody.vanderbilt.edu/departments/tl/graduate_programs/masters_program_med/handbooks_and_forms.php)

### 4. Honor Code

Peabody abides by the Honor Code, which represents a compact of mutual trust between the student body and the members of the faculty. A student’s personal integrity is presumed to be sufficient assurance that in academic matters one does one’s own work without unauthorized help from any other source. The Honor Code at Vanderbilt prohibits actions deemed as breaches of the mutual trust for which the honor system stands. The following actions are considered violations of the Honor Code:

a) aiding or receiving unauthorized assistance of any form, including the use of unauthorized aids, copying from another student’s work, soliciting and/or receiving unauthorized aid orally or in writing, giving unauthorized aid, or similar actions contrary to the principles of academic honesty;

b) plagiarism on an assigned paper, theme report, or other material submitted to meet course requirements. In general, plagiarism is defined as incorporating into one’s own work the work of another without indicating the source. Plagiarism is copying or paraphrasing an author and claiming the work as one’s own by not properly crediting the source. Plagiarism is not the accidental deletion of a footnote when it should be obvious to the instructor that the student has, in general, properly credited the author and thus preserved academic honesty;

c) any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, as for example, securing an answer to a problem for one course from a faculty member in another course, when such assistance has not been authorized;

d) use of texts of papers prepared by commercial or non-commercial agents and submitted by a student as his or her own;

e) submission of work prepared for another course without the specific prior authorization of the instructors involved;

f) falsification of results of study or research;

g) providing false information at an Honor Council hearing or to an Honor Council Investigator in either verbal or written form.

### 5. Program of Studies

You must file a departmental Program of Studies **prior** to the completion of your first twelve hours of study at Peabody College of Vanderbilt University or by the end of second semester, whichever occurs first.
The two-page Program of Studies form is available from the Graduate Studies Assistant (Wyatt 350-1) or in PDF or Word format at this site:

http://peabody.vanderbilt.edu/departments/tl/graduate_programs/masters_program_med/handbooks_and_forms.php

Sample programs of study are also available at this site.

*If you are in a licensure program, look at the sample programs. Do not list licensure only courses on your degree program of studies. They are not part of your degree program.*

Sign and date one copy of the completed form and have your advisor sign and date the form; then return the form to the Graduate Coordinator. Your Program of Studies will then be routed to the Director of Graduate Studies, and Assistant Dean for approval.

When approved, you and your advisor will receive a copy of the signed Program of Studies. The original form will be kept by the Office of Academic Services.

If for some reason, you need to change your program of studies after it is approved, you can download a Change in Programs of Studies from the form site.

6. **Teacher Licensure—the Audit Process**

If you are seeking an initial teaching license as part of your master’s degree program, you must go through a licensure audit process. Licensure audits document qualifications for licensure in two areas for elementary endorsements: (a) undergraduate liberal arts appropriate for teacher licensure, and (b) professional education. For secondary education endorsements, there are three areas of licensure preparation documented by audits: (a) undergraduate liberal arts appropriate for teaching; (b) mastery of the content area for the endorsement (i.e., English, mathematics); and (c) professional education.

Licensure audit forms will be sent by Amanda Middagh, Director of Teacher Licensure to your advisor to complete. Your advisor may ask to meet with you to discuss your audit. When processing is finished, you and your adviser will receive a final set of the audit forms that document all requirements for your licensure recommendation.

Refer to the *Graduate Guide for Teacher Licensure* and/or the Peabody website for more details about teacher licensure program and testing requirements.

7. **Coursework**

A minimum of 30 hours of **post-baccalaureate credit**, with half or more of the hours in courses intended exclusively for professional students (3000-level courses), is required for the M.Ed. degree. Approved areas and the proportion of the 30 hours allotted to each are specified for each specialty area in DTL. Courses approved for graduate professional credit are found in the
Peabody College and Graduate School catalogs. All work credited for the master's degree must be completed within a six-year period.

8. Evaluation of Your Degree Program

For Students entering Summer 2008 and there after will complete a capstone experience in the semester of graduation. For non-licensure students, may choose between completing a thesis or a capstone project consisting of a project, or an essay. For licensure students, the capstone experience is tied to an evaluation experience during student teaching semester. Details about the capstone experience are found at the end of this document.

8a. Thesis Programs

Students in a thesis program must submit to the Dean of the college, not later than the fourteenth day before the end of the term in which the degree is to be conferred, two approved copies of a thesis, giving evidence of original investigation in the major subject. The thesis must be approved by the student's faculty advisor and one other faculty reader before being sent to the department chair for approval. A formal defense of the thesis may be required for some thesis programs but is not required for all. Two faculty members will sign off on the thesis.

For the M.Ed. Master’s thesis option, students must take three (3) hours of thesis credit. The three (3) hours may be taken in one semester if the thesis will be completed in one semester, or across two (2) or three (3) semesters as needed.

The Peabody College of Vanderbilt University Guidelines for the Preparation of Thesis and Dissertations is available from Ms. Suzan McIntire in the Office of the Dean, 203 Peabody Administration Building. These guidelines are not available on-line. DO NOT use the Graduate School Guidelines.

The Peabody College of Vanderbilt University Guidelines for the Preparation of Thesis and Dissertations is prepared for use by students, faculty, and format editors to be used with the Publication Manual of the American Psychological Association (5th ed.). Students may produce their own thesis; they also may use approved Peabody editors, a list of whom is maintained in the office of the Dean. All work must meet Peabody standards. Final copies of theses submitted to the Dean’s office are checked for APA/Peabody style. Paper must be a least 50% cotton content, 20-lb weight. Substandard papers will be returned to the student for correction.

The following steps precede acceptance of the paper in the Dean’s Office:

1. File an Intent to Graduate form through the Peabody Office of Academic Services during the semester before graduation.
2. Check with the department Director of Graduate Studies to learn procedures for finalizing departmental acceptance of theses.
3. Prepare final copies of the manuscript after ascertaining that it meets Peabody guidelines.
4. Submit to the Associate Dean’s office two final copies of theses, accompanied by title pages with original signatures, by the deadline published in the University calendar.
5. Check with Associate Dean’s office for appropriate binding fee.

If there are any questions or clarification needed, please call the Dean’s Office, or contact Suzan B. McIntire, or email at: suzan.mcintire@vanderbilt.edu, 615-322-8264.

9. Notice of Intent to Graduate

Before the beginning of your final semester, you must file a Notice of Intent to Graduate form. These are available in the Office of Academic Services (Peabody Administration Building). Complete the form and return it to the Office of Academic Services’ office for processing. Once you are cleared for graduation, you will receive a copy of the form for your records. Your advisor, the Academic Affairs Office, and the department will also retain a copy for their files.

9. Graduation

You will be notified by the Office of Academic Services of all requirements for graduation. A Master’s student is not required to be registered the semester of graduation. The Graduate Program Coordinator (Wyatt 350-1) will be available to guide you through most of this process. Feel free to call on her for assistance.

10. Sites of Interest

Below are listed some other web sites from Vanderbilt that will be of use to you as you progress through your program.

General information geared toward all Vanderbilt students.

http://www.vanderbilt.edu/students.html

VU Calendar

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

Student access to personal academic record online, access to online registration

http://yes.vanderbilt.edu

Student Accounts

http://www.vanderbilt.edu/stuaccts/
FOR STUDENTS IN NON-LICENSEURE PROGRAMS

CAPSTONE PROCEDURES

The master’s Capstone experience seeks to assess a student’s knowledge in core areas of the graduate program. Core areas are (1) the learner and learning principles, (2) learning environment (3) curriculum and instructional strategies, and (4) assessment.

The Capstone experience submission will occur the semester of graduation in one of three formats: (1) thesis, (2) project, or (3) essay. Students who choose a thesis will work directly with their advisor on specific requirements. Students who choose the essay or project are required to register for EDUC 3680 Capstone Seminar a 1 hour – pass/no credit course as part of the 31 hour degree program (non-thesis).

Beginning in Fall 2013, all non-licensure masters’ students will enroll in a 1-hour credit course called Capstone Seminar (EDUC 3680). Students will enroll in the 1-hour course in the fall and receive an incomplete for that course in the fall. Once students have an accepted capstone proposal in the spring, they will then receive a grade of pass. The capstone seminar spans both semesters (from September through February). The Capstone Seminar will involve the entire cohort for 3 Friday seminars (September 26 and November 14, 2014, and January 16, 2015). The seminar will meet from 1-3 PM with the expectation of additional work group times on Fridays. Students should plan accordingly. Capstone Mentors will guide students through the proposal process. In addition, the following points must be considered:

• Students will meet with a faculty adviser to discuss proposal ideas for the Essay or Project experience. However, this faculty member will guide the student with a minimal number of focused meetings. Support for the Capstone proposal development will also occur during the three Capstone seminars. The quality and creativity of the Essay or Project should be reflective of the student’s individual work.

• A Capstone Essay or Project Registration Form must include a proposed topic, a description of the Essay or Project (no more than 3 pages, and an initial reading list in APA style (10-20 authoritative sources) and submitted to JJ Street by the deadline for proposal submissions the semester before the student’s graduation semester. (See Capstone Timelines for specific deadlines and Capstone Registration Form).

• The Capstone Committee will send proposal decisions to students within a month after submission.

• The Capstone Committee will return decisions to the students within one month after Essay or Project submission.

• All Capstone Essays and Projects will be evaluated according to the Capstone Essay and Project Rubric approved by the Department of Teaching and Learning faculty.

Evaluation of the Capstone Experience:
The Teaching and Learning Capstone Committee will use the faculty approved rubric to evaluate the Capstone Essays and Projects. Faculty members are assigned to the committee on a rotating basis. The committee will ensure uniform grading practices, provide detailed feedback to
students, and provide consistency in the procedure of the Capstone experience. If the Capstone Committee determines that a student must “remediate,” a notification letter will include a date and time for discussion with a committee member to talk about the remedial requirements and the timeline for resubmission. **The student may resubmit one time.**

**Notes to Remember:**
- Applications for the Capstone Assessment (approved by adviser) should be filed the semester before graduation and according to the timeline for Capstone Procedures.
- Students are required to attend all three Capstone Work Sessions prior to registration. The purpose of the Work Sessions is to explain the Capstone procedures in detail, discuss the Rubric used for evaluation of the Capstone Project or Essay, and to offer suggestions for proposal development. The Director of the Capstone Committee and Capstone Mentors will conduct the three sessions and other designated meetings.

**TIMELINES FOR CAPSTONE PROCEDURE**

All students must attend the Capstone Seminar during the fall and spring semester of the master’s program.

<table>
<thead>
<tr>
<th>Spring Graduates</th>
<th>Summer Graduates</th>
<th>Fall Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester prior to graduation</td>
<td>Spring semester prior to graduation</td>
<td>Spring semester prior to graduation</td>
</tr>
<tr>
<td>Dec 1 Submit proposal and registration form</td>
<td>Feb 1 Submit proposal and registration form</td>
<td>Feb 1 Submit proposal and registration form</td>
</tr>
<tr>
<td>Dec 15 Committee returns proposal reviews</td>
<td>Mar 1 Committee returns proposal reviews</td>
<td>Mar 1 Committee returns proposal reviews</td>
</tr>
<tr>
<td>Mar 1 Capstone projects/essays due</td>
<td>Jun 15 Capstone projects/essays due</td>
<td>Sep 15 Capstone projects/essays due</td>
</tr>
<tr>
<td>Apr 1 Committee returns decision to students</td>
<td>Jul 15 Committee returns decision to students</td>
<td>Oct 15 Committee returns decision to students</td>
</tr>
</tbody>
</table>

**CAPSTONE ESSAY QUESTION**

Throughout your studies for the master’s of education degree, you have increased your knowledge in the following core areas: (1) learners and learning, (2) learning context, (3) curriculum and strategies, and (4) assessment (LDUS students see LDUS program requirements for LDUS core areas. You have considered applications of that knowledge. Within your area of specialization, you will identify a driving question of inquiry, problem, or focused topic and write a 15- to 20-page essay that provides evidence of your understanding in these areas. Your essay will involve a significant literature review based on your defined areas of inquiry. You may focus most of your essay on three of the core areas, but there should also be sufficient
evidence of your knowledge of the remaining one area. A final section of your paper should reveal how your conceptual understanding will impact your practice.

Project or Essay required guidelines include: APA format, 15-20 pages double spaced, one-inch margins. All completed project and essays will be submitted electronically to JJ Street by the due date.

**CAPSTONE PROJECT DESCRIPTION**

A Capstone Project is a task involving the application of knowledge manifested in educational settings. This culminating project should represent a particular focus of inquiry, problem, or topic and give evidence of your knowledge of the core areas: learners and learning, learning environment, curriculum and instructional strategies, and assessment. The project should contain a significant literature review that draws upon seminal research in the proposed topic and an application component that is derived from the topic. See Project Examples below. It is important for the candidate to demonstrate their knowledge in the four areas (learners/learning, learning environment, curriculum and strategies, and assessment) going beyond a presentation of ideas in the form of power point or lesson plans.

**PROJECT EXAMPLES**

**Curriculum Development for Classroom or Informal Education Setting** *

- Provide a review of the current literature in your field that supports the importance of your topic and rationale for your project.
- Provide unit overview.
- Develop lesson plans for a minimum of 10 hours of instruction.
- Develop all tasks for students to complete (e.g., materials for group activities, projects for group and individuals), resources, guide/worksheets, description of activities including sample resources, assessments).
- Receive feedback from individuals who will implement the lessons.

*Candidates could adapt published curriculum materials based on a rigorous research-based redesign.

**Professional Development for Teachers in Schools or Informal Education Settings**

- Provide a review of the literature on your topic in your field that reflects and supports the importance of your topic and rationale for your project.
- Develop a 6-hour professional development opportunity for teachers.
- Develop a workshop notebook for participants (include content and activities).
- Develop support materials for content development and activities (e.g., handouts, charts, computer-based supports, etc.).
- Develop examples of finished products created by groups in workshop or follow up sessions.
- Develop an agenda with time notations.
- Develop an evaluation tool for collecting feedback from participants.
- Develop an evaluation tool to assess fidelity of implementation in participants’ classrooms.
Action Research Project

• Provide a review of the literature on your topic in your field that reflects and supports the importance of your topic and rationale for your project.
• Choose a research topic that addresses a realistic teaching dilemma (e.g. use of a particular classroom instructional strategy, an issue of classroom management, or varying student assignments).
• Plan an innovation that supports learning.
• Collect quantitative or qualitative pre-data in the classroom or informal education site.
• Collect post-data in the classroom or informal education site.
• Analyze data to determine any changes as a result of the innovation in your project.
• Report the research project in a paper that includes a description of the context, research question, rationale, innovation, data, analysis of data and findings, strengths and weaknesses of the study and implications for your teaching.

PROJECTS CANNOT BE….

• papers completed for a course
• lesson plans developed for field-based experiences
• reports on students from field based experiences
• any project submitted for a grade in a course
NON-LICENSEURE MASTER’S CAPSTONE REGISTRATION
Department of Teaching and Learning

This form should be submitted the semester before the semester of graduation and submission of the Capstone Essay or Project. To be eligible to register for the Master’s Capstone, you must:

1. Have completed or registered for 18 hours of coursework (two semesters)
2. Have an approved Program of Study, and
3. Have enrolled in and attended the Capstone Seminar (EDUC 3680).

Date Name Advisor
Local Address City State Zip
Email Address Phone

Expected Graduation Date: __________

Capstone Experience (check one): Essay ☐ Project ☐

* * * * * * * * * * * * * * * * *

Students must meet with a faculty advisor to discuss the capstone process, potential directions for the final Essay/Project, and an appropriate reading list. This meeting is in addition to the required Capstone Seminar (EDUC 3680). Helpful suggestions to prepare for this meeting include:

- Identify an issue in your area of study that is of interest to you and of importance to your field.
- Consider ways in which your understanding of the following professional knowledge areas has relevance to this issue: (1) learners and learning, (2) learning context, (3) curriculum and instructional strategies, and (4) assessment. (LDUS students should use LDUS professional knowledge areas.)
- Contemplate the formation of an Essay or Project based on your understanding of this issue and your field. (Final capstones are usually 15 to 20 pages of text.)
- Create an initial list of readings in APA style (approximately 10-20) in your content area from which you can draw support for your essay or project.

* * * * * * * * * * * * * * * * *

Answer the questions on the next page, print the completed form, acquire your advisor’s signature on the form, and submit form to JJ Street.
NON-LICENSEURE MASTER’S CAPSTONE PROPOSAL

Student Name:

Proposal Title:

1. My (Select One) will address learners and learning, the learning context, curriculum and instructional strategies, and assessment in the following content area:

2. My proposed topic/issue is: (Use 2-3 sentences.)

3. Briefly describe your Essay/Project identifying your plans to address the professional knowledge areas in the context of your issue. Consider the constructs identified on the Capstone Rubric in developing your proposal (No more than 3 attached pages.)

4. Attach an initial reading list in APA style (10-20 resources) that includes authoritative articles and/or books that are central to your issue of study.

Please submit your proposal and reading list electronically to JJ Street at:

jj.street@vanderbilt.edu

* * * * * * * * * * * * * * * * * *

I have had an initial conversation with my advisor to discuss the Capstone process, potential directions for the final Essay/Project, and an appropriate reading list.

I agree to abide by all of the principles and regulations of Vanderbilt University’s Honor Code.

_________________________________________ Date
Student Signature

_________________________________________ Date
Advisor Signature

* * * * * * * * * * * * * * * * * *

Return the completed form to JJ Street by the semester’s deadline
Department of Teaching & Learning, Wyatt 240
See timeline in Master’s Guidebook: http://peabody.vanderbilt.edu/x916.xml
FEEDBACK FOR CAPSTONE ESSAY OR PROJECT

Within one month after proposal submission, the Capstone Committee will send the student and advisor a letter regarding its decision. If the proposal is accepted, the student can begin the process of developing the Essay or Project. If the proposal is not approved, the Capstone Committee will give written suggestions for improvement and a timeline for resubmission.

Within one month after submission of the Capstone Essay or Project, the Capstone Committee will send the student and advisor a letter regarding its decision of a High Pass, Pass, or Remediate and feedback based on the use of the Capstone Rubric.

All students are encouraged to meet with their faculty advisor to discuss the written feedback from the Capstone Committee. If the Capstone Committee determines that a student must "remediate," the notification letter will include a date and time for the student to discuss with a committee member the remedial requirements and the timeline for resubmission. Students may resubmit one time.
FOR STUDENTS IN LICENSURE PROGRAMS

Rationale

Peabody’s Teacher Education programs are designed to prepare you to design, plan, enact, and refine instruction based on continuous reflection, investigation, and analysis of student thinking and development. Coursework and field experiences are intended to help you build a strong foundation in four distinct, but inter-related areas: subject matter knowledge for teaching; understanding of learners and learning; conceptions of the practice and profession of teaching, and initial repertoire in curriculum, instruction, assessment, and management. A strong foundation in these four areas is central to your development as an accomplished teacher.

Procedures for the licensure capstone will be explained by your program director. These are in development at the time of this publication.

WEB SITES FOR MASTER’S STUDENTS
IN
DEPARTMENT OF TEACHING AND LEARNING

Masters Program

http://peabody.vanderbilt.edu/departments/tl/graduate_programs/masters_program_med/index.php

Advanced Masters Degree
  L&I
  LDUS
  ELL
  READ

Handbooks and forms
Scheduling Considerations

MED Degree + Teacher Licensure
  ELEM Coursework
  Scheduling
  Secondary Coursework
  Scheduling
  English Coursework
  Scheduling