Peabody College
of
Vanderbilt University

Special Education

2011/2012
Welcome to Peabody! This is your guidebook designed to lead you to successful completion of your major in Special Education. Over the next four years, you will find it to be a ready source of information on your major requirements, policies and procedures, and offices to contact with your questions as you make your journey toward the Bachelor of Science degree in May 2015.

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

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

If you have questions concerning information in this handbook always consult your academic adviser first. If your adviser is unavailable to help you, contact your department's Director of Undergraduate Studies. Finally, if you still need assistance or are uncertain of where to find an answer, contact the Office of Student Affairs (343-6947) or the Office of Records and Registration (322-8400).
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PEABODY COLLEGE ACADEMIC CALENDAR 2011-2012

*Any posted times are Central time.*

**FALL 2011**

<table>
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<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6, Mon</td>
<td>Fall Registration on YES opens for First Year Students 8:00 A.M.</td>
</tr>
<tr>
<td>June 24, Fri</td>
<td>Fall Registration ends at 4:00 P.M.</td>
</tr>
<tr>
<td>July 18, Wed</td>
<td>Students check Fall enrollment on YES</td>
</tr>
<tr>
<td>July 20, Wed</td>
<td>Fall Registration Resumes for all students</td>
</tr>
<tr>
<td>Aug 17, Wed</td>
<td>Deadline for all students to pay fall charges</td>
</tr>
<tr>
<td>Aug 20, Sat</td>
<td>Orientation begins for all new undergraduate students; residence</td>
</tr>
<tr>
<td></td>
<td>halls open at 7:00 A.M.</td>
</tr>
<tr>
<td>Aug 22, Mon</td>
<td>Mandatory Peabody Undergraduate First Year Orientation sessions; Peabody picnic; Adviser Appointments</td>
</tr>
<tr>
<td>Aug 24, Wed</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Aug 29, Mon</td>
<td>Wait List ends</td>
</tr>
<tr>
<td>Aug 30, Tue</td>
<td>Fall Registration on YES ends at 11:59 P.M.; Last day to add a fall</td>
</tr>
<tr>
<td></td>
<td>course; last day to drop a fall course without a &quot;W&quot; grade; pass/fail</td>
</tr>
<tr>
<td></td>
<td>declaration ends; all students schedules must be finalized by</td>
</tr>
<tr>
<td></td>
<td>11:59 P.M.</td>
</tr>
<tr>
<td>Sept 29-Oct 5</td>
<td>Mid-term examination period</td>
</tr>
<tr>
<td>Thurs-Wed</td>
<td></td>
</tr>
<tr>
<td>Oct 5, Wed</td>
<td>Deadline for Faculty to submit Mid-Term deficiency grades</td>
</tr>
<tr>
<td>Oct 7, Fri</td>
<td>Mid-term deficiency grade reports are posted on YES</td>
</tr>
<tr>
<td>Oct 6-7, Thurs-Fri</td>
<td>October Break – enjoy!</td>
</tr>
<tr>
<td>Oct 14, Fri</td>
<td>Last day to drop a fall course with a &quot;W&quot; grade or change pass/fail</td>
</tr>
<tr>
<td></td>
<td>to graded status</td>
</tr>
<tr>
<td>Oct 31-Nov 18</td>
<td>Spring Registration on YES. Check YES for appointment time.</td>
</tr>
<tr>
<td>Nov 19-27, Sat-Sun</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>Dec 8, Thurs</td>
<td>Last day of fall classes; spring registration resumes at 8:00 A.M.</td>
</tr>
<tr>
<td>Dec 9-17, Fri-Sat</td>
<td>Fall semester reading days and final examinations</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan 5, Thurs</td>
<td>Deadline for students to pay spring tuition and fee charges</td>
</tr>
<tr>
<td>Jan 9, Mon</td>
<td>First day of spring classes</td>
</tr>
<tr>
<td>Jan 14, Sat</td>
<td>Wait lists end</td>
</tr>
<tr>
<td>Jan 15, Sun</td>
<td>Spring 2011 registration ends at 11:59 P.M.; Last day to add a spring course; last day to drop a spring course without a “W” grade; pass/fail declaration period ends; all student' schedules must be finalized by 11:59 P.M.</td>
</tr>
<tr>
<td>Jan 16, Mon</td>
<td>No class in observance of Martin Luther King, Jr. holiday</td>
</tr>
<tr>
<td>Feb 27-Mar 2</td>
<td>Mid-term examination period</td>
</tr>
<tr>
<td>Mar 3-11, Sat-Sun</td>
<td>Spring Holidays</td>
</tr>
<tr>
<td>Mar 7, Wed</td>
<td>Deadline for Faculty to submit Mid-Term deficiency grades</td>
</tr>
<tr>
<td>Mar 9, Fri</td>
<td>Mid-term deficiency grade reports are posted on YES</td>
</tr>
<tr>
<td>Mar 16, Fri</td>
<td>Last day students may drop a spring course with a W grade or change pass/fail to graded status</td>
</tr>
<tr>
<td>Mar 26, Mon</td>
<td>Registration for summer classes on YES begins.</td>
</tr>
<tr>
<td>Apr 9-27</td>
<td>Registration windows for Fall. Check YES for appointment time.</td>
</tr>
<tr>
<td>Apr 16, Mon</td>
<td>Last day for students to submit completed summer school elsewhere approval forms to the Office of Records and Registration</td>
</tr>
<tr>
<td>Apr 23, Mon</td>
<td>Spring classes end</td>
</tr>
<tr>
<td>Apr 24-May 3</td>
<td>Spring semester reading days and final examinations</td>
</tr>
<tr>
<td>May 11, Fri</td>
<td>Commencement</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>May session begins</td>
</tr>
<tr>
<td>May 7, Mon</td>
<td>May session courses end</td>
</tr>
<tr>
<td>June 1, Fri</td>
<td>First-half classes begin</td>
</tr>
<tr>
<td>June 5, Tues</td>
<td>Examinations for first-half courses</td>
</tr>
<tr>
<td>July 6, Fri</td>
<td>Second-half courses begin</td>
</tr>
<tr>
<td>July 10, Tues</td>
<td>Examinations for first-half courses; summer terms ends</td>
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Peabody Office of Records and Registration

The Office of Records and Registration is responsible for maintaining academic records of Peabody students from matriculation to graduation. This office prepares the Peabody undergraduate handbooks and the schedule of courses for each semester. It is also responsible for the maintenance of the on-line Degree Audits for all Peabody undergraduate majors and minors.

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

Peabody Office of Student Affairs

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

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

Peabody Office of Teacher Licensure

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

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

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

The Undergraduate Administrative Committee (UAC) is a faculty committee that reviews academic actions, academic honors, petitions for policy exceptions, and requests for readmission.
<table>
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<th>CENTRAL OFFICES</th>
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<th>PHONE</th>
</tr>
</thead>
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<td>Office of the Dean</td>
<td>201 Administration Bldg</td>
<td>322-8407</td>
</tr>
<tr>
<td>Office of Records &amp; Registration</td>
<td>216 Administration Bldg</td>
<td>322-8400</td>
</tr>
<tr>
<td>Office of Student Affairs</td>
<td>215 Administration Bldg</td>
<td>322-6947</td>
</tr>
<tr>
<td>Office of Teacher Licensure</td>
<td>209 Administration Bldg</td>
<td>322-8270</td>
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<table>
<thead>
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<th>LOCATION</th>
<th>PHONE</th>
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<td>Human &amp; Organizational Development</td>
<td>206 Mayborn</td>
<td>322-6881</td>
</tr>
<tr>
<td>Leadership, Policy, &amp; Organizations</td>
<td>202 Payne</td>
<td>322-8000</td>
</tr>
<tr>
<td>Psychology &amp; Human Development</td>
<td>104 Jesup</td>
<td>322-8141</td>
</tr>
<tr>
<td>Special Education</td>
<td>313 MRL</td>
<td>322-8280</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>240 Wyatt Center</td>
<td>322-8100</td>
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<tr>
<th>OTHER</th>
<th>LOCATION</th>
<th>PHONE</th>
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</thead>
<tbody>
<tr>
<td>Peabody Computer Lab</td>
<td>130 Wyatt Center</td>
<td>343-1867</td>
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<td>Peabody Education Library</td>
<td></td>
<td>322-8095</td>
</tr>
<tr>
<td>Peabody Graduate Admissions &amp; Recruitment</td>
<td>210 Administration Bldg</td>
<td>322-8410</td>
</tr>
<tr>
<td>University Registrar</td>
<td>110 Baker Bldg</td>
<td>322-7701</td>
</tr>
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YOUR ENROLLMENT SERVICES

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

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

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

On the top right hand corner there is a list of your enrollment windows. During these windows of time you will have the ability to enroll in classes. If you are not within an enrollment window, you will not be able to enroll in classes but will be able to search for classes, use your cart, and your planner.

You will also see a holds box on your landing page. If you have any enrollment holds, (student accounts, dean's, etc) they will appear in this box.

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

REGISTRATION

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

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

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

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

The search results are listed underneath your search criteria. You can see more details on the classes by clicking anywhere on the desired class in your results. Within the details, there is a link to the class syllabus and book information, if provided by the instructor. The book information hyperlink will bring you to the eFollett website for textbook pricing information.
The class can be added to your cart from the class detail or from the blue plus sign to the right of your search results. You can begin adding classes to your cart as soon as they are available for the term you wish to register for. You can add up to twenty classes in your cart from the search.

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

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

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

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

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

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

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

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

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

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

**Drop if Enrolled**

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

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

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

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

**Editing hours/Grading Basis**

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

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

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

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

**Catalog Search and Planner**

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

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

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

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

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

**Your Schedule: Printing and Importing**

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

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

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

Once you are logged in, the system will default you to your landing page. The landing page will launch you to your academic applications. To navigate to these applications, use the icons below your student photo or the applications tab in your navigation bar at the top of your screen. The navigation bar is the same throughout many of your academic applications.

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

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

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

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

Contact Information
Peabody College 322-8400 216 Administration Building

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

<table>
<thead>
<tr>
<th>QUESTIONS REGARDING</th>
<th>WHERE TO GO</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>Faculty Adviser</td>
<td></td>
</tr>
<tr>
<td>Academic Probation</td>
<td>Student Affairs</td>
<td>322-6947</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Academic Awards</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Adviser Change</td>
<td>Major Department</td>
<td>322-6947</td>
</tr>
<tr>
<td>AP Credit</td>
<td>Records &amp; Registration</td>
<td>322-8400</td>
</tr>
<tr>
<td>Billing</td>
<td>Student Accounts</td>
<td>343-6693</td>
</tr>
<tr>
<td>Career Planning</td>
<td>Career Center</td>
<td>322-3407</td>
</tr>
<tr>
<td>Course or Requirement Waivers</td>
<td>Major Department</td>
<td></td>
</tr>
<tr>
<td>Course Schedule Preparations</td>
<td>Faculty Adviser</td>
<td></td>
</tr>
<tr>
<td>Dean’s List</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Degree Audit</td>
<td>Records &amp; Registration</td>
<td></td>
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<tr>
<td>Drop &amp; Add Courses</td>
<td>Records &amp; Registration</td>
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</tr>
<tr>
<td>Enrollment Verification</td>
<td>University Registrar</td>
<td>322-7701</td>
</tr>
<tr>
<td>Financial Aid (Undergraduate)</td>
<td>Financial Aid Office</td>
<td>322-3591</td>
</tr>
<tr>
<td>Five Year Program Applications</td>
<td>Admissions &amp; Recruitment</td>
<td>322-8410</td>
</tr>
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</table>

**Forms:**

- Alternate Track: Student Affairs
- Change of Address: University Registrar
- Change of Course: Records & Registration
- Change of Name: University Registrar
- Change of Records: Records & Registration
- Course Substitution: Records & Registration
- Course Time Conflict: Records & Registration
- Course Underload/Overload: Student Affairs
- Declaration of Major/Minors: Records & Registration
- Good Standing Letters: Records & Registration
- Grade Changes: Records & Registration
- Graduation: Records & Registration
- Graduation Checkout: Records & Registration
- Graduate Course Credit: Records & Registration
- Graduate/Professional Programs: Admissions & Recruitment 322-8410
- Health Center: 343-4078
- Housing: 322-2591
- Incomplete Grade: Records & Registration
- Individual Learning Contracts: Records & Registration
- Insurance (Student): Student Accounts 322-6693
- Intra University Transfer: University Registrar
- Leave of Absence: Student Affairs
- Licensure Requirements: Teacher Licensure Office 322-8270
- Lost and Found: 322-2745
- Mid-Semester Deficiencies: Student Affairs
<table>
<thead>
<tr>
<th>Service</th>
<th>Department</th>
<th>Contact Number</th>
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</thead>
<tbody>
<tr>
<td>PALS (Peabody Academic Leaders)</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Peabody Student Association</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Police/Security</td>
<td>Student Affairs</td>
<td>322-2745</td>
</tr>
<tr>
<td>PRAXIS Registration Bulletin</td>
<td>Department Offices</td>
<td>322-8270</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>Adviser/Department</td>
<td></td>
</tr>
<tr>
<td>Recreation Center</td>
<td></td>
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<td>Registration for Courses</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Screening Forms (Teacher Education)</td>
<td>Departments/On-line</td>
<td></td>
</tr>
<tr>
<td>Summer Course Work Approval</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Study Abroad Approval</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Study Elsewhere Approval</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Track Declaration</td>
<td>Major Department (HOD, SED, &amp; SPED only)</td>
<td></td>
</tr>
<tr>
<td>Transcrips</td>
<td>University Registrar</td>
<td>322-7701</td>
</tr>
<tr>
<td>Vanderbilt Study Abroad</td>
<td>Global Education Office</td>
<td>343-3139</td>
</tr>
<tr>
<td>Verification of Enrollment</td>
<td>University Registrar</td>
<td></td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>Records &amp; Registration</td>
<td></td>
</tr>
<tr>
<td>Transfer Intra-University</td>
<td>University Registrar</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Records &amp; Registration/Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Placement & International Baccalaureate Test Score Credit

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

<table>
<thead>
<tr>
<th>Advanced Placement Test</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>3, 3</td>
<td>HART 110, 111</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>3, 1</td>
<td>BSCI 100, 101A</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>4</td>
<td>MATH 155A</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>4, 4</td>
<td>MATH 155A, 155B</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>3</td>
<td>MATH 150A (sub-score 4 on Calculus AB)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>MATH 155A (sub-score 5 on Calculus AB)</td>
</tr>
</tbody>
</table>

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

| Chemistry                 | 5     | 3, 1, 3, 1 | CHEM 102A, 102B, 104A, 104B |
| Chinese Language          | 4     | 5     | CHIN 214 |
| Chinese Language          | 5     | 5     | CHIN 216 |
| Computer Science (A or AB)| 4, 5  | 3     | CS 101 |
| Economics: Macro          | 4, 5  | 3     | ECON 100 |
| Economics: Micro          | 4, 5  | 3     | ECON 101 |
| English: Language &      | 4, 5  | 3     | ENGL 120W |
| Composition               |       |       |           |
| English: Literature &     | 4, 5  | 3, 3  | ENGL 102W, 105W |
| Composition               |       |       |           |
| Environmental Science     |       |       | None |
| European History          | 4, 5  | 3     | HIST elective hours |
| French Language           | 4, 5  | 5, 3  | FREN 103, 201W |
| French Literature         | 4, 5  | 5, 3  | FREN 103, 3 hrs FREN elective |
| German Language           | 4, 5  | 3, 3  | GER 103, 104 |
| Government & Politics:    | 4, 5  | 3     | PSCI 100 |
| Comparative               |       |       |           |
| Government & Politics:    | 4, 5  | 3     | PSCI 100 |
| United States             |       |       |           |
| Human Geography           |       |       | None |
| Italian Language          | 4, 5  | 5, 3  | ITA 103, 201W |
| Japanese Language         | 4     | 5     | JAPN 211 |
| Japanese Language         | 5     | 5     | JAPN 212 |
| Latin: Vergil             | 4, 5  | 3     | LAT 104 |
| Latin Literature          | 4, 5  | 3     | LAT 104 |
| Music Theory              | 5     | 3     | MUSC 120A |
| Physics B                 | 5     | 3, 1  | PHYS 105, 111 |

- No credit if also have credit for 116 A/B and 118 A/B
Physics C: Mechanics 5 3, 1  PHYS 116A, 118A  
Physics C: Electricity & Magnetism 5 3, 1  PHYS 116B, 118B  
Psychology 5 3  PSY 101  

Spanish: 4 5  SPAN 104  
Language or Literature 5 5, 3  SPAN 104, 202  
Statistics 4, 5 3  MATH 127A  
Studio Art 4, 5 3  ARTS elective hours  
(2-D, 3-D or drawing)  
U.S. History 4, 5 3  HIST elective hours  
World History 4, 5 3  HIST elective hours  

### International Baccalaureate Test

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (standard/higher)</td>
<td>6, 7</td>
<td>3, 1</td>
<td>BSCI 100, 101A</td>
</tr>
<tr>
<td>Chemistry (applied standard)</td>
<td>6, 7</td>
<td>3, 1, 1, 1</td>
<td>CHEM 101A, 101B, 100B, 104B</td>
</tr>
<tr>
<td>Chemistry (higher)</td>
<td>6, 7</td>
<td>3, 1, 1</td>
<td>CHEM 102A, 102B, 104B</td>
</tr>
<tr>
<td>Economics (higher)</td>
<td>6, 7</td>
<td>3, 3</td>
<td>ECON 100, 101</td>
</tr>
<tr>
<td>English (standard)</td>
<td>6, 7</td>
<td>3</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>English (higher)</td>
<td>6, 7</td>
<td>3, 3</td>
<td>ENGL 102W, 105W</td>
</tr>
<tr>
<td>French (standard)</td>
<td>6, 7</td>
<td>5</td>
<td>FREN 103</td>
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<tr>
<td>French (higher)</td>
<td>6, 7</td>
<td>5, 3</td>
<td>FREN 103, 3 hrs</td>
</tr>
<tr>
<td>History (higher)</td>
<td>6, 7</td>
<td>3</td>
<td>HIST elective credit</td>
</tr>
<tr>
<td>Japanese (standard)</td>
<td>6, 7</td>
<td>5, 5</td>
<td>JAPN 211, 212</td>
</tr>
<tr>
<td>Japanese (higher)</td>
<td>6, 7</td>
<td>3, 3</td>
<td>JAPN 241, 242</td>
</tr>
<tr>
<td>Latin (standard)</td>
<td>6, 7</td>
<td>3</td>
<td>LAT 103</td>
</tr>
<tr>
<td>Latin (higher)</td>
<td>6, 7</td>
<td>3, 3</td>
<td>LAT 103, 104</td>
</tr>
<tr>
<td>Mathematics (standard)</td>
<td>6, 7</td>
<td>4, 3</td>
<td>MATH 127A, 140</td>
</tr>
<tr>
<td>Mathematics (higher)</td>
<td>6, 7</td>
<td>4, 3, 1</td>
<td>MATH 127A, 155A, 1hr elective</td>
</tr>
</tbody>
</table>

- No credit for MATH 140 if also have credit for MATH 150A/155A. (see pages on selecting a math course for full information on credit duplication)

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (standard)</td>
<td>6, 7</td>
<td>3</td>
<td>MUSL 140</td>
</tr>
<tr>
<td>Music (higher)</td>
<td>6, 7</td>
<td>3</td>
<td>MUSL elective credit</td>
</tr>
<tr>
<td>Physics (standard)</td>
<td>7</td>
<td>3</td>
<td>PHYS 105</td>
</tr>
</tbody>
</table>

- No credit if also have credit for 116 A/B and 118 A/B

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (higher)</td>
<td>7</td>
<td>3, 1, 3, 1</td>
<td>PHYS 116A/B, PHYS 118A/B</td>
</tr>
<tr>
<td>Psychology (standard/higher)</td>
<td>6, 7</td>
<td>3</td>
<td>PSY 101</td>
</tr>
<tr>
<td>Russian (standard)</td>
<td>6, 7</td>
<td>5</td>
<td>RUSS 102</td>
</tr>
<tr>
<td>Russian (higher)</td>
<td>6, 7</td>
<td>3, 3</td>
<td>RUSS 203, 204</td>
</tr>
<tr>
<td>Spanish (standard)</td>
<td>6, 7</td>
<td>5</td>
<td>SPAN 104</td>
</tr>
<tr>
<td>Spanish (higher)</td>
<td>6, 7</td>
<td>5, 3</td>
<td>SPAN 104, 202</td>
</tr>
<tr>
<td>Visual Arts (standard)</td>
<td>6, 7</td>
<td>3</td>
<td>ARTS elective credit</td>
</tr>
<tr>
<td>Visual Arts (higher)</td>
<td>6, 7</td>
<td>6</td>
<td>ARTS elective credit</td>
</tr>
</tbody>
</table>
# SELECTING AN APPROPRIATE MATH COURSE

**Brief Outline for Placement in Mathematics**

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

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

Several calculus sequences are available: 140; 150a–150b-170-175; 155a–155b–175, 205a–205b.

The courses in these sequences cover similar material, but at different rates, and therefore overlap in content and credit. Students should not switch from one to another without approval of the department. Such switching may result in loss of credit.

Students intending to take mathematics classes beyond one year of calculus are advised to enroll in the 155a-155b-175 sequence. First-year students with test scores of 5 on the Calculus BC advanced placement examination may choose to enroll in the 205a-205b sequence.

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

![Chart showing calculus sequences]

For example, if you have earned credit for 150a (3 cr.) and also complete 155a (4 cr.), you would have 2 hours of duplicate credit that would be deducted (see Duplicate Credit Policies to understand which credits would be affected).

B. Duplicate Credit Policies

Deduction of credit caused by duplication proceeds as follows: If you have earned Math credit

1. through Advanced Placement/International Baccalaureate in one sequence and complete a course at Vanderbilt in the other sequence that duplicates this credit, you will lose credit from your Advanced Placement/International Baccalaureate earnings.
   ex: if you have earned 155a (4 cr.) through AP and complete 150b (3 cr.) at VU, 2 credits will be removed from 155a leaving 2 credits.

2. by transfer in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit, you will lose credit from your Vanderbilt course.
   ex: If you have earned 155a (4 cr.) through transfer credit and complete 150b (3 cr.) at VU, 2 credits will be removed from 150b leaving 1 credit.

3. at Vanderbilt in one sequence and complete a course at Vanderbilt from another sequence that duplicates this credit, you will lose credit from the second Vanderbilt course.
   ex: If you have completed 155a (4 cr.) in the Spring and complete 150b (3 cr.) in the Fall, 2 credits will be removed from 150b leaving 1 credit.
### C. Math Duplication Possibilities Table

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

The calculus sequences were reorganized in Fall 2008, with old Math 170a replaced by 170, and old Math 170b combined with 175. The table also shows the credit situations for these two old courses.

<table>
<thead>
<tr>
<th></th>
<th>First course earned</th>
<th>First course credits</th>
<th>Second course earned</th>
<th>Second course credits</th>
<th>Credit lost</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>140</td>
<td>4</td>
<td>150a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>140</td>
<td>4</td>
<td>150b</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>140</td>
<td>4</td>
<td>155a</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>150a</td>
<td>3</td>
<td>140</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>150a</td>
<td>3</td>
<td>155a</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>150b</td>
<td>3</td>
<td>140</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>150b</td>
<td>3</td>
<td>155a</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>150b</td>
<td>3</td>
<td>155b</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>155a</td>
<td>4</td>
<td>140</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>155a</td>
<td>4</td>
<td>150a</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>155a</td>
<td>4</td>
<td>150b</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>155b</td>
<td>4</td>
<td>150b</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>155b</td>
<td>4</td>
<td>170 or old 170a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>170 or old 170a</td>
<td>3</td>
<td>155B</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>old 170a</td>
<td>3</td>
<td>170</td>
<td>3</td>
<td>Counts as repeat credit</td>
</tr>
<tr>
<td>1</td>
<td>old 170b</td>
<td>3</td>
<td>175 (before F08)</td>
<td>3</td>
<td>ALL 3</td>
</tr>
<tr>
<td>1</td>
<td>old 170b</td>
<td>3</td>
<td>175 (F08 or later)</td>
<td>3</td>
<td>Counts as repeat credit</td>
</tr>
<tr>
<td>1</td>
<td>175</td>
<td>3</td>
<td>old 170b</td>
<td>3</td>
<td>ALL 3</td>
</tr>
</tbody>
</table>
TESTING AND PLACEMENT AT A GLANCE

Writing:

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

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

Foreign Languages:

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

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

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

*Consult with department before completing registration in the fall

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

Latin 100 is a course designed for students who need a "refresher" before going into 103. Students with scores significantly below those recommended for a course should consult with the department.
<table>
<thead>
<tr>
<th>SPANISH</th>
<th>Sat II subject Test Scores</th>
<th>Department Test Scores (DT)</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Spanish</td>
<td>0 - 274</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>0 - 380</td>
<td>0 - 274</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>SAT / DT 390 - 510</td>
<td>275-364</td>
<td>103</td>
</tr>
<tr>
<td>Proficiency</td>
<td>520 / 365</td>
<td>365-440</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>630+ (&amp; 3+yrs HS)</td>
<td>441-510</td>
<td>201W</td>
</tr>
</tbody>
</table>

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

The Spanish departmental test is available online at: http://ascs.vanderbilt.edu/perl/splangtest.pl. You will need a valid Vanderbilt email address to use this site.

Proficiency scores for other languages:
- HEBREW 530
- ITALIAN 540
- JAPANESE 440
  With Listening
Useful VU On-line Addresses

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

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

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

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

http://yes.vanderbilt.edu/

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

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

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

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

**Establishing a VUNET ID and Password**

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

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

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

**Global Education Office (VU Study Abroad):** Application dates for study abroad and other information on the sites and offerings.

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

**Handbook Downloads and other Registration Information:**

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

**Peabody College Web Pages**

http://peabody.Vanderbilt.edu/
GENERAL ACADEMIC INFORMATION

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

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

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

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

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

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

The College of Arts and Science and Peabody College usually do not award credit for work at other colleges in the summer immediately preceding the student’s first semester at Vanderbilt. Summer work elsewhere will be accepted for credit only if an unusual educational opportunity can be demonstrated and if the courses sought are as rigorous as courses offered at Vanderbilt. Approval for work to be taken elsewhere must be obtained in advance from the appropriate dean.
CLASS ATTENDANCE
Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences, and thereafter they report to the Dean of the College the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases, the Dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class. Students dropped after the deadline for withdrawal receive the grade of F. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly.

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

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

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

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

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

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

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

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

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

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

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

Students enrolled in Peabody College are expected to satisfy most Liberal Education Core requirements during the freshman and sophomore years. Although legitimate circumstances sometimes force the postponement of Liberal Education requirements, upper-level students are not expected to have a significant number of these requirements outstanding.

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

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

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

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

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

Freshmen:
1. The student’s grade point average falls below 1.800. Probation is removed (assuming there is no other reason for probation) when the student’s grade point average is raised to 1.800 or above.
2. The student fails to earn at least 12 hours in the first regular semester as a freshman. Probation is removed when the student achieves sophomore standing.
3. The student fails to achieve sophomore standing (24 cumulative hours and 1.8 cumulative grade point average) in the required two semesters. Probation is removed when the student achieves sophomore standing.
4. Freshmen who pass fewer than two regular courses in their first regular semester, or who earn a grade point average lower than 1.000 have so seriously compromised their academic standing that they may be required to take a probationary leave of absence during the spring semester.

Sophomores:
1. The student’s grade point average falls below a 1.800. Probation is removed (assuming there is no other reason for the probation) when the students grade point average is raised to 1.800 or above, except that at the end of the second regular semester the student must qualify for junior standing.
2. The student fails to earn at least 12 hours in the first semester of the sophomore year. Probation is removed when the student achieves junior standing.
3. The student is placed on probation by the Undergraduate Administrative Committee for failure to make satisfactory progress toward the degree. Probation is removed when the specified conditions are met.
4. The student fails to achieve junior standing (54 hours and 1.9 cumulative grade point average) in the required two semesters. Probation is removed when junior standing is achieved.

Juniors:
1. The student’s grade point average falls below a 1.900. Probation is removed (assuming there is no other reason for the probation) when the grade point average is raised to 1.900 or above, except that at the end of the second regular semester the student must qualify for senior standing.
2. The student fails to earn at least 12 hours in the first regular semester as a junior. Probation is removed when the student achieves senior standing.
3. The student is placed on probation by the Undergraduate Administrative Committee for the failure to make satisfactory progress toward degree. Probation is removed when the specified conditions are met.
4. The student fails to achieve senior standing (84 cumulative hours and 2.0 cumulative grade point average) in the required two semesters. Probation is removed when senior standing is achieved.
Seniors:
The student’s grade point average falls below a 2.00. Probation is removed when the grade point average is raised to 2.00 or above.

Sudden Academic Insufficiency
Any student who fails by wide margin to reach prescribed levels of academic achievement, either at the end of a semester or at mid-semester, or who has been placed on probation more than once is reviewed by the Peabody Undergraduate Administrative Committee. The Committee considers each case within the general guidelines for maintenance of satisfactory academic standing and may take any of several actions, among which are the following:
- The student may be placed on probation.
- The student may be advised to take a leave of absence or to withdraw from the University.
- The student may be required to take a leave of absence.

Under certain circumstances, a student who has been formally dismissed may be readmitted to Peabody. The Peabody Undergraduate Administrative Committee must review and approve any requests for readmission.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours Per Semester</th>
<th>Total Earned Hours</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>12</td>
<td>24</td>
<td>1.80</td>
</tr>
<tr>
<td>2nd year</td>
<td>12</td>
<td>48</td>
<td>1.90</td>
</tr>
<tr>
<td>3rd year</td>
<td>12</td>
<td>72</td>
<td>1.95</td>
</tr>
<tr>
<td>4th year</td>
<td>12</td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
<td>5th year</td>
<td>Complete degree</td>
<td></td>
<td>2.0</td>
</tr>
</tbody>
</table>
APPEALS
1. Petitions for exceptions to academic policies, appeals of academic policy implementations by the Peabody Dean’s Office staff, and appeals of academic actions by the Chairman of the Peabody Undergraduate Administrative Committee (e.g. letters of dismissal) may be directed to the full Undergraduate Administrative Committee.

Petitions and appeals should be sent to:
Chair, Peabody Undergraduate Administrative Committee
C/o Peabody Dean’s Office
Campus Box 329, Peabody College
Nashville, TN 37203
Fax: (615) 322-8501

2. A student may ask the UAC to reconsider a decision if the student has new information to offer. The Committee Chair will decide whether the full Committee will reconsider. Requests for reconsideration of UAC decisions should be sent to the above address.

3. A final negative decision of the Committee may be appealed to the Dean of Peabody, (at the above address) who may assign an Associate Dean to handle the matter on the Dean’s behalf. The Dean or Associate Dean will consult with the Committee and other relevant faculty or staff as part of the review decision.

4. Appeals beyond Peabody College should be directed to the University Provost’s Office.

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

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

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

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

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

Students may not repeat independent study courses for grade replacement.

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

**PASS/FAIL**

Students may elect to take courses in which they can receive the grade P (Pass). This grade is entered for the student enrolled under the P/F option who is awarded a grade of D- or higher. The grade P is neither counted in the grade point average nor used in the determination of honors. A failing grade will appear on the student record as F and will be counted in the student’s grade point average. The following regulations apply to pass/fail:

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

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

**Seniors with fewer then twelve graded hours are not eligible for the Dean’s List.**
STUDENT CLASSIFICATION
In order to qualify for sophomore standing, a freshman must earn at least 24 hours with a grade point average of at least 1.8. A freshman who fails to achieve sophomore standing by the end of two regular semesters has one additional semester in which to qualify for sophomore standing. This additional semester must be completed during the summer session at Vanderbilt.

Listed below are the minimum requirements for reaching each classification:

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

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

STUDENT LEAVE OF ABSENCE
A student desiring a leave of absence should obtain application forms and instructions from the Peabody Student Affairs Office. All students are eligible, provided they have not been dropped by the University and are not dropped at the end of the semester during which application is made.

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

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

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

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

1. If a Vanderbilt program is available in a city the student is interested in, the student must first apply to the Vanderbilt program through the Study Abroad Office. If the student is not accepted into that program, he/she may study abroad through a four-year accredited university other than Vanderbilt.

2. The student must be in good standing and have at least a 2.7 cumulative GPA at the time of application. Application deadlines are: November 15 for the spring semester, April 15 for the fall semester.
3. Courses must be approved by the appropriate department, and endorsed by the student’s adviser.

4. Transfer courses may not be part of the student’s final 24 hours at Vanderbilt.

5. An official transcript must be sent to the Peabody Office of Records and Registration to record the transfer credit on the Vanderbilt academic transcript.

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

1. The student must be in good standing with a minimum GPA of 2.0.

2. Courses must be approved by the appropriate department, and endorsed by the student’s adviser.

3. Transfer courses may not be part of the student’s final 24 hours at Vanderbilt.

4. An official transcript must be sent to the Peabody Office of Records and Registration to record the transfer credit on the Vanderbilt academic transcript.

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

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

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

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

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

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

For additional information on licensure, contact Chris LaFavor (chris.lafevor@vanderbilt.edu), Director of Teacher Licensure.

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

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

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

Each education student must have security clearance. Fingerprinting must be done during the first two weeks of enrollment in an education course that involves interaction with PreK-12 children or vulnerable adults. Subsequent to fingerprinting, background clearance analysis by the TBI and the FBI must be reported to Peabody. Register and pay the $48 fee online at https://www.cogentid.com/tn/index_tn.htm using the Peabody ORI code TNCC19116. Additional information is detailed at http://www.peabody.vanderbilt.edu/BCO.xml. Following fingerprinting, the Consent for Criminal Records Check form must be filed, with original signature, in the Peabody Administration Building. Students, in their role as a Vanderbilt student, may not participate in any activity with PreK-12 students or vulnerable adults until their background clearance is finalized at Peabody.

ADMISSION TO THE TEACHER EDUCATION PROGRAM (Screening I)

Each student seeking teacher licensure must be admitted into the teacher education program (Screening I) of the department he/she wishes to enter. The on-line applications must be submitted before the February 1st screening deadline during the spring semester of the sophomore year. However, with consent of the student’s faculty adviser, application for admission into teacher education may be made as late as October 1st of the first semester of the junior year. Students who transfer more than 24 hours to Vanderbilt from another institution must apply for admission into the teacher education program by the screening deadline of their second semester at Vanderbilt.

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

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

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

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

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

A. Specific Criteria

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

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

B. Specific Faculty Evaluation Criteria

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

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

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

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

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

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

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

In order to help Department of Special Education faculty to make these evaluations, Screening I applicants must meet with faculty and individuals from local schools/agencies for a brief interview. Following the interview, faculty will submit a form directly to Professor Kim Paulsen, Director of Undergraduate Studies.
During the Screening I meeting, Department of Special Education faculty will review materials submitted for each applicant as well as discuss each applicant’s performance and participation in course work and field work. Students will be notified in writing of the results of the departmental vote. In instances where there is a negative decision, a student wishing to appeal must do so in writing to the chairperson of the department denying the application. If the initial decision is upheld and the student wishes to continue the appeal. A written petition should be filed with the Undergraduate Administrative Committee of Peabody College.

FIRST AID AND CPR REQUIREMENT

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

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

The semester prior to the one in which a student plans to student teach, he/she must apply for student teaching (Screening II) and request student teaching placements. The student should be enrolled in any remaining required prerequisite courses. The deadlines to apply are October 1st and February 1st. (Note: if either of these dates falls on a weekend the deadline is moved to the following Monday.) The screening application form is at [www.peabody.vanderbilt.edu/screening](http://www.peabody.vanderbilt.edu/screening). The applications will be processed in the Office of Teacher Licensure, and if eligible, forwarded to the appropriate faculty for review and vote. It is the student’s responsibility to complete the application at the appropriate time.

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

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

1) Admission to a teacher education program (passing of Screening I)

2) At least second semester junior standing

3) Successful completion (C- or above) in each professional education course prerequisite to student teaching

4) A minimum cumulative grade point average of 2.5 (4.0 scale)

5) First aid and CPR cards copied & submitted before or with Screening II application

6) Satisfactory performance (C- or above) in course work in areas in which teacher licensure is sought (any secondary education major who receives a grade lower than a C- in the second major MUST meet with his/her academic advisor in the Department of Teaching and Learning to discuss implications for Screening II)
7) Approval by the appropriate faculty. (A student seeking a secondary education endorsement must be approved also by the Department of Teaching and the College of Arts and Science faculty in the department in which the student majors and seeks a second endorsement.)

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

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

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

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

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

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

1) Professional resume

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

3) Copy of first aid and CPR cards to chris.lafevor@vanderbilt.edu

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

Students who have passed Screening II are assigned two student teaching placements in the Nashville area.
STUDENT TEACHING

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

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

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

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

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

2) Conferral of the bachelor’s degree

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

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

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

6) First aid and CPR certification done within two years prior to licensure recommendation.
Vanderbilt is accredited by the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). Our teacher education programs also are approved by the Tennessee Department of Education and by national professional organizations corresponding with endorsement programs we offer—such as the Council on Exceptional Children (CEC) and the National Council of Teachers of English (NCTE).

APPLICATION FOR LICENSURE AND UNIVERSITY RECOMMENDATION FOR LICENSURE

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

PRAXIS EXAMS (Vanderbilt Recipient Code is 1871)

All students seeking Tennessee initial teacher licensure must pass required examinations. See the list of required tests for Tennessee at www.peabody.vanderbilt.edu/licensure. Students are required to take multiple tests, depending on their endorsement. Registration forms and test schedules are at www.ets.org/praxis.

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

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

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

Special Education Comprehensive Licensure with K-12 Endorsement

A program of studies designed to prepare teachers to serve students who have severe or multiple disabilities. These learners require a comprehensive educational approach for support and to meet their academic and social needs. During their early years, the focus is on basic communication, social, motor, academic, and adaptive behavior skills. Later years, the focus is on vocational and community living skills. Potential jobs include special education classroom teacher, consultant teacher, community-based teacher, or job coach.

Special Education Modified Licensure with K-12 Endorsement

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

Special Education Vision Licensure with PreK-12 Endorsement

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

Students majoring in one of the three program areas of special education may pursue a second major or area of licensure. Students who choose the dual licensure program of studies must fulfill the requirements of both areas including both Liberal Education Cores. The following majors have been identified as particularly appropriate for students whose primary major is Special Education.

**Early Childhood Education Licensure with a PreK-3 Endorsement**: designed to prepare students to work with children in PreK-3 settings.

**Elementary Education Licensure with a K-6 Endorsement**: designed to prepare students to work with children in grades K-6.

**Secondary Education Content Area Licensure with a 7-12 Endorsement**: designed to prepare students to teach one or more subjects at the secondary school level. Students must complete Liberal Education Core Requirements, the Secondary Education Major, and an Arts & Science major.

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

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

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

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

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

The minor in Special education provides students with an opportunity to develop familiarity and expertise in working with children who have learning and social behavior problems. Individual course clusters can be arranged with special education faculty to match student interest. The minor requires 17-18 hours

High Incidence Disabilities (17 hours)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2060</td>
<td>Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2110</td>
<td>Managing Academic and Social Behavior</td>
<td>3</td>
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<tr>
<td>SPED 2111</td>
<td>Practicum: Managing Academic &amp; Social Behavior</td>
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<tr>
<td>SPED 2800</td>
<td>Characteristics of Students with HI Disabilities</td>
<td>3</td>
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<tr>
<td>SPED 2810</td>
<td>Assessment Strategies for Students with Disabilities</td>
<td>3</td>
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<tr>
<td>SPED 2811</td>
<td>Practicum: Assessment Strategies</td>
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Teaching Students with High Incidence Disabilities (18 hours)

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<tr>
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<tbody>
<tr>
<td>SPED 1010</td>
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<tr>
<td>SPED 2110</td>
<td>Managing Academic and Social Behavior</td>
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<tr>
<td>SPED 2111</td>
<td>Practicum: Managing Academic &amp; Social Behavior</td>
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<tr>
<td>SPED 2820</td>
<td>Teaching Math to Students with Disabilities</td>
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<td>SPED 2821</td>
<td>Practicum: Math</td>
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<td>SPED 2830</td>
<td>Teaching Reading</td>
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<tr>
<td>SPED 2831</td>
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<tr>
<td>SPED 2840</td>
<td>Teaching Writing</td>
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Teaching Students with Severe Disabilities (18 hours)

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<tbody>
<tr>
<td>SPED 1010</td>
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<tr>
<td>SPED 2020</td>
<td>Family Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2300</td>
<td>Introduction to Severe Disabilities</td>
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<tr>
<td>SPED 2301</td>
<td>Practicum: Severe disabilities</td>
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<tr>
<td>SPED 2330</td>
<td>Multiple disabilities</td>
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<tr>
<td>SPED 2331</td>
<td>Practicum: Multiple disabilities</td>
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<tr>
<td>SPED 2340</td>
<td>Transition to adult life</td>
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<td>SPED 2431</td>
<td>Practicum: Transition</td>
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Teaching Students with Visual Impairments (17 hours)

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<td>SPED 1010</td>
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<tr>
<td>SPED 2500</td>
<td>Anatomy of the Eye</td>
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<td>SPED 2510</td>
<td>Educational Procedures for VI Learners</td>
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<tr>
<td>SPED 2530</td>
<td>Braille Reading and Writing</td>
<td>2</td>
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<td>SPED 2540</td>
<td>Communication Skills for VI Students</td>
<td>3</td>
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<tr>
<td>SPED 2550</td>
<td>Orientation and Mobility for VI Teachers</td>
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General Special Education (18 hours)

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<td>3</td>
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<tr>
<td>SPED 2010</td>
<td>Introduction to Instructional Models</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2060</td>
<td>Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2800</td>
<td>Characteristics of Students with HI Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2300</td>
<td>Procedures for Students with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2500</td>
<td>Anatomy of the Eye</td>
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Overview of the Honors Program
The Special Education Honors Program offers students the opportunity to gain more intensive experience conducting scientific research with a faculty mentor than is usually possible within the major. Participation in this program affords students the opportunity to collaborate on cutting-edge research in their major area, and to gain research skills and experiences that are of considerable value not only in preparation for graduate training but also in a variety of work settings. Students apply to participate in this program in the spring of their sophomore year, and the program is open to all students taking Special Education as a first or second major who maintain at least a 3.0 overall GPA and a 3.5 GPA in their major. Participants in this program take special sections of research-oriented courses while working collaboratively with their research mentor for a least three of the four semesters of their junior and senior years. Participation in the program culminates in the completion of an Honors Thesis and a public presentation of the research conducted as a part of this thesis. The program is flexible enough to accommodate students who need to student teach during one semester of their Senior year, and students who want to spend a semester abroad. Students who successfully complete the Honors Program and maintain the required GPAs graduate with the special designation of “Honors” in their Special Education Major.

Eligibility
The Honors Program is open to students taking Special Education as a first or second major who have an overall GPA of 3.0 and a 3.5 GPA in their Special Education Major. Participants apply to the program in the spring of their sophomore year.

In order to participate in the program interested students must first obtain a faculty sponsor who agrees to supervise the honors research. Together, the student and faculty sponsor complete a brief application to participate in the Honors Program. The application may be picked up in MRL 313. This application is then reviewed and approved by the director of the program on behalf of the faculty. Once the application is approved, the student is officially admitted to the Honors Program. It is anticipated that most sponsors will come from the Department of Special Education faculty. However, given that the sponsor agrees to supervise the student’s research activities in accord with the Honors Program requirements and guidelines (described below), and that the student’s application to participate in the Honors Program with this sponsor is approved by the relevant program faculty, the sponsor can potentially be any member of the teaching faculty at Vanderbilt (Postdoctoral fellows, graduate students, and purely research faculty are generally not eligible to serve as a primary sponsor). It is the student’s responsibility to obtain a faculty sponsor. However, faculty will readily consult with interested students to help them identify and make contact with appropriate sponsors.

Formal course-work and other requirements
The formal requirements of the Honors Program has been designed to minimize the number of formal credit hours participants need to devote to the program beyond those associated with the normal major. This has been done to make it feasible for students taking additional majors with especially heavy course loads to participate in the program. However, it is important to realize that the formal credit hours required to complete the program represent the bare minimum that needs to be taken, and these minimal credit hours do not accurately reflect the amount of time and effort that is required to successfully design and complete an honors project. Participants should realize that participation in the Honors Program represents a substantial commitment of time and effort across at least three
semesters (see expectations section below). Therefore, potential participants must carefully consider whether they are able to, and want to, devote the required time and energy to this program. Given these caveats, the required course work is listed below.

First semester (Junior fall). Participants register for and take a Special Education Research Seminar for 3 credits. In this course they learn about the scientific method, and, working with their faculty sponsor, identify both the area and specific questions they would like to pursue in their Honors Research. By the end of the semester, students produce a formal proposal outlining the specific research they intend to conduct for their thesis. In addition, in their first semester most participants also sign up for at least one hour of SPED 2960 (Individual Study in Special Education) to reflect their collaborative efforts with their faculty sponsor. Finally, participants are also expected to periodically attend a 1 to 2 hour informal seminar that will be held for all current participants in the Honors Program approximately 3 or 4 times a year. In this seminar participants discuss the progress of their various projects, learn about what the other honors majors are doing on their projects, and offer one another support, etc.

Subsequent Semesters. In order to complete the program requirements, students must participate in the Honors Program for a minimum of two additional semesters across their junior and senior academic years. Thus, one semester is left potentially open to allow students to complete their student teaching. In each of these subsequent semesters in which they are actively participating in the Honors Program students are expected to continue to attend the periodic meetings of the informal Honors Seminar. In addition, to reflect their continued work on their thesis-related research they should also sign up for at least one hour of SPED 2960.

Thus, a student completing the required three semesters of the Honors Program will have signed up for a special section of Special Education Research Seminar and at least 3 hours of SPED 2960. The hours taken should be distributed across semesters to reflect the students’ activities during any given semester.

It is anticipated that many participants in the program will want to extend their research activities beyond the required three semesters. This can be accomplished in either (or both) of two ways. First, those students for whom it is available can readily extend their work into a fourth semester. Students who do this should take at least one additional hour of SPED 2960. Second, with the approval and cooperation of the faculty sponsor, students can pursue their research activities during the summer between their junior and senior years. Students who do this can sign up for multiple hours of SPED 2960 to reflect their efforts. In addition, honor students who plant to pursue summer research activities are strongly encouraged to apply for a Vanderbilt University Summer Research Program award during the spring of their junior year. This prestigious award provides a substantial stipend (currently $3000) to support 10 weeks of full-time research activity over the summer.

Expectations for the Student and Sponsor
As noted above, participation in the Honors Program represents a substantial time commitment, and the minimum formal course work, outlined above, does not realistically represent the amount of time that must be devoted to Honors-related activities in order to successfully complete a thesis. In particular, the one hour SPED 2960 that is required for each semester that the student participates in the program is a substantial underestimate of the time and effort a student should expect to devote to research activities under the direction of the faculty sponsor.
By common convention, a student is expected to devote 3-4 hours a week to research-related activity for each hour of independent study taken. However, realistically, in order to successfully complete a quality Honors Thesis, students should plan on devoting an average of 10-12 hours a week (beyond the meetings and class work associated with the Special Education Research Seminar) to their honors-related work. This is the equivalent of taking 3 hours of SPED 2960. Those students for whom these credit hours are available should sign up for 3 hours of SPED 2960 to more accurately reflect their work-load. However regardless of how many hours of SPED 2960 are taken, students should realize that they are committing themselves to devoting approximately 10-12 hours a week to their Honors project (beyond formal coursework) for each of at least three semesters.

A further set of expectations concerns the range of research-related activities a student can expect to be asked to engage in by their faculty sponsor. Two major goals of the program are to expose students to the full range of activities and skills associated with initiating, conducting, and successfully completing a research project, and to encourage the students to appropriately apply these skills to the successful execution and completion of their own Honors Project. However, it is highly unlikely that the student will come into the Honors Program with all the knowledge and skills necessary to immediately jump into their Honors Research. Thus, for training and didactic purposes, especially in the early semesters of the program, honors majors can reasonably expect to be asked by their mentor to perform a variety of research-related tasks and activities that may have little or no direct bearing on their specific project. These activities can range from the mundane (e.g., Xeroxing, scheduling subjects, data entry), which may be requested for practical and didactic purposes, to the more interesting (e.g., data collection, data analysis, or the performance of highly technical laboratory procedures), which may be requested more purely for training purposes. Nonetheless, honors majors should not be treated like paid research assistants, and the activities they engage in should have a clear educational purpose. If at any point an honors student is unsure of why he or she is being asked to engage in a given activity, he or she should feel free to discuss the reasons behind the activity with the faculty sponsor. In a like manner, the sponsor should be committed to making the student's research experience as educational as possible, and should be willing to discuss the reasons for engaging in particular activities in particular ways and at particular times, as well as where these activities fit in to the larger scheme of the sponsor's research program. Finally, beyond training purposes, in cases where the honors project represents a piece of the project, students can reasonably be expected to be asked to contribute to the larger project in ways that only indirectly support their individual project. However, such contributions should not be at a level that interferes with their ability to complete their honors project in a timely fashion.

An additional set of issues concerns the nature and scope of the honors project itself. It is anticipated that this project will almost always be derived in some way from the sponsor’s ongoing research program. For example, the project might be a distinct facet of a much larger research project, or it might be a new experiment (or small series of experiments) that follows directly from some earlier findings that have emerged from the sponsor’s research laboratory. However, as much as possible, the sponsor should encourage the student to take intellectual ownership of his or her honors project. At minimum the student must have a clear and deep understanding of what the research project involves and why – i.e., the nature and significance of the research questions being asked, how the study’s methods and data map onto these questions, how the data analyses address these questions, the implications of the observed results, and so on. Ideally, to the extent feasible, the student should make substantive contributions to the design, conceptualization, analysis, and/or interpretation of the aspects of the study comprising his or her project. Except in a very rare instance, however, the student should not expect to engage in research activities entirely of his or her design that have little or no direct connection to the sponsor’s research program.
In terms of the scope of the project, the student and faculty sponsor should work together to ensure that the honors project is feasible, and that it can be successfully completed within the constraints of the students’ planned participation in the honors program. At the outset of their participation in the Honors Program, the student and sponsor should discuss and reach an agreement concerning how many semesters, as well as the number of hours each week, the student plans to devote to the project (and this time-commitment should conform to the general expectations described above). Given his or her much greater expertise in these matters, the faculty sponsor is primarily responsible for ensuring that the project does not evolve into something overly grandiose or impractical that cannot reasonably be completed within the negotiated time constraints.

As conceptualized, the ideal progression on the honors project is: (1) to receive research training while conceptualizing and planning the honors project during the first semester; (2) to propose the honors project by the end of that semester; (3) to obtain, analyze, and interpret their data during the middle semester(s) and into the final semester; and (4) to devote a substantial portion of the final semester to writing the thesis. In practice, however, students can expect that the development of their project may deviate significantly from this progression.

Because research is, by definition, an exploration into the unknown, surprises often arise that force an investigator to alter his or her research plans. Initial pilot testing of the research ideas may highlight the need for additional, unanticipated pilot testing; planned procedures may prove to be unworkable; unanticipated findings may lead one to reconsider one’s original research questions or hypotheses; and so on. Thus, students should not be overly concerned if they discover a need to alter their research plans somewhat (sometimes even substantially) as the project progresses. However, it is expected that changes will be discussed by the student and sponsor as the need for them becomes evident, and that the changes actually implemented will be consensually agreed upon. The student should not make substantive changes to his or her project without consulting with the sponsor, and the sponsor should not mandate changes without first discussing/explaining them to the student. Again, given the sponsor’s greater experience with the research process, the sponsor is primarily responsible for ensuring that such changes to the research plan do not render the students’ project unfeasible or preclude its being completed in a timely fashion.

A final set of expectations concerns the faculty mentor’s supervision of the honors student. The faculty sponsor is the person who is primarily responsible for supervising the student’s progress through the honors program. This in no way precludes the possibility that the student will work closely with a graduate student, post-doctoral fellow, and/or research faculty member on a day-to-day basis. However, the faculty sponsor must be a member of the teaching faculty, and he or she cannot transfer sponsorship to someone else who is otherwise ineligible to serve as a sponsor. Thus, the sponsor is directly responsible for monitoring the student’s progress, he or she should meet with the student on a regular basis (either individually or in group research meetings), and he or she should generally be available to meet with the student to discuss various issues related to the project as they arise.
DEPARTMENT OF SPECIAL EDUCATION COURSES

SPED 1000 Freshman Seminar: 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 working with individuals with disabilities in the community.

SPED 1010 Introduction to Exceptionality: Examines issues and trends in special education and overviews the characteristics of persons with disabilities. 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.

SPED 2010 Introduction to Teaching Students with Disabilities: 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.

SPED 2020 Family Intervention: 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.

SPED 2030 Introduction to Language and Communication: 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.

SPED 2050 Augmentative and Alternative Communication: This course is designed to provide an overview of the field of augmentative and alternative communication (ACC) 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 ACC 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 ACC systems.

SPED 2060 Cultural Diversity in American Education: 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.

SPED 2110 Managing Academic and Social Behavior: This course is designed 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 skill in classroom settings.

SPED 2140 Attention Deficit/Hyperactivity Disorder: Educational Implications. 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.

**SPED 2300 Methods of Instruction for Students with Severe and Multiple Disabilities:**
This course discusses assessments and instructional strategies for students with severe, profound, and multiple disabilities. Emphasis on general instructional strategies for the acquisition and generalized of skills are addressed. Methods for developing and implementing individualized programming such as lesson planning, IEP, and environmental arrangements are discussed.

**SPED 2330 Characteristics of Students with Severe and Multiple Disabilities:** 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.

**SPED 2340 Procedures in Transition to Adult Life:** 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.

**SPED 2350 Access to General Education and Teaching Functional Academics:** 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 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.

**SPED 2420 Assessment Procedures for Young Children:** Overview of measurement, theory, and practice in the assessment of early developmental problems. Course will address strategies for selecting appropriate and valid instruments and methods for the purpose of initial screening, evaluation to determine eligibility for services, and assessment to support program planning for infants, toddlers, and young children. Interpretation and synthesis of evaluation and assessment information for dissemination to families and other professionals is demonstrated.

**SPED 2500 Sensory Perception, Anatomy, Physiology, and Hygiene of the Eye:** Structure and function of visual system; most common visual disorders in children with severe visual impairments; impact of visual impairment on development/learning and family; low vision and ophthalmological observations; laboratory dissection of bovine eye; sensory assessment and development; implications of visual conditions for intervention/education.
SPED 2510 Education Procedures for Students with Visual Impairment: Introduction to the literature, history, principles, programs, practices, and problems in the field. Administration, curricular, and methodological adaptations for various education programs. The education of individuals with visual impairment and other accompanying disabilities.

SPED 2530 Braille Reading and Writing: Basic communication skills for individuals with visual impairment. Basic mastery of Braille for teaching.

SPED 2540 Communication Skills for Students with Visual Impairments: Emphasis on research on methods of teaching communication skills and communication technology. Preparation of materials for the visually impaired. Prerequisite: working knowledge of Braille.

SPED 2550 Orientation and Mobility for Teachers of the Visually Impaired: Lectures, discussions, and simulated activities in teaching orientation, mobility concepts, and skills to visually impaired individuals.

SPED 2690 Special Topics in Special Education: 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.

SPED 2800 Characteristics of Students with High-Incidence Disabilities: Focus on issues related to high-incidence disabilities; mild mental retardation, learning disabilities, ADHD, and behavioral disorders. A consideration of cognitive, perceptual, language, academic, and social/emotional characteristics and needs of these students will be examined. Emphasis will be on understanding concerns related to identification, assessment, and instructional planning. Legal and ethical implications associated with service delivery will also be explored.

SPED 2810 Assessment Strategies for Students with Disabilities: Overview of educational measurement, theory, and practice in the assessment of learning problems. Assessment and monitoring of student progress using both standardized and non-standardized instruments. Interpretation and incorporation of curriculum-based assessment methodology for the development of instructional programs is required. Synthesis of assessment data for dissemination to professionals and parents is demonstrated.

SPED 2820 Teaching Mathematics to Students with Disabilities: Presents empirically validated instructional procedures to address the math deficits of students with disabilities. Focuses on assessment, error analysis, explicit teaching procedures, and instructional design principles that apply to mathematics. Proficiency in the development of instructional lessons is required.

SPED 2830 Teaching Reading to Students with Disabilities: Presents empirically validated instructional procedures to address the reading and writing deficits of students with disabilities. Focuses on explicit teaching procedures, direct instruction, and instructional design principles that apply to reading and writing. Proficiency in the development of assessment profiles, instructional lessons, monitoring of progress through curriculum-based measures and data-based decision making is required. Students will apply their skills in classroom settings.
SPED 2840 Instructional Principles and Procedures in Writing and Language Instruction for Students with Disabilities: 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.

SPED 2860 Procedures in Classroom Management and Collaboration with Families for Students with Mild/Moderate Disabilities: This course focuses on current teaching practices in the field of education and special education, with an emphasis on examination of the research bases of effective classroom management for students at-risk for and with behavior problems. An additional emphasis is addressing problem behavior within the family contexts. Students are expected to synthesize and analyze research on effective teaching and management practices and to apply the knowledge to classroom situations for students with behavior problems.

SPED 2870 Accommodating Academic Diversity: Explores the importance and difficulty of teaching heterogeneously grouped students in K-3 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. This course is designed specifically for Early Childhood Majors.

SPED 2877 Accommodating Academic Diversity in Content Areas: Explores the importance and difficulty of teaching heterogeneously grouped students in inclusive classrooms. Focuses explicitly and exclusively on methods to help classroom teachers instruct and manage the behavior of a broad range of students at multiple points along the achievement continuum. Emphasis is also placed on knowledge, skills, and dispositions needed for effective collaboration among school personnel and families. This course satisfies one writing course requirement. Must co-register for SPED 2871.

SPED 2900 Student Teaching Seminar: 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 focus on understanding situations and solving problems that naturally occur during the student teaching experience. Must co-register for either SPED 2901 or SPED 2911

SPED 2901 Student Teaching in Special Education and Education: Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on licensure areas. Prerequisite: Admission to student teaching.

SPED 2911 Student Teaching in Special Education: Observation, participation, and classroom teaching for undergraduate students in any area of education combined with any area of exceptionality. Placements are dependent on licensure areas. Prerequisite: Admission to student teaching.

SPED 2960 Individual Study in Special Education: Semi-independent study of selected topics in special education. May be repeated. Consent of instructor required.
Liberal Education Core Requirements
For Special Education Major
(Minimum 60 Credit Hours)
2011-2012

Communications (6 hours):
Three hours – One “W” Course required
Communications Studies: All CMST courses count (except CMST 280ABC and up)
Theatre: THTR 100, 115F
Plus SPED 2030 or (SPED 2840 for modified students only) (3 hours)

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

- African American and Diaspora Studies: AADS 260
- Arabic: ARA 210B and up
- Chinese: CHIN 202, 214, 216, 241, 242, 251, 252
- Classical Studies: CLAS 115F, 130, 146, 150, 204-206, 224
- Computer Science: CS 151
- Dance: DANC 111
- Film Studies: FILM 125
- French: FREN 102 and up (except FREN 287A and up)
- German: GER 102 and up (except GER 289A and up)
- Greek: GRK 202 and up (except GRK 289)
- Hebrew: HEBR 111B and up (except HEBR 289A and up)
- History of Art: HART 110, 111, 115F, 210 and up (except 288 & up)
- Italian: ITA 101B and up (except ITA 289 and up)
- Japanese: JAPN 202 and up (except JAPN 289AB)
- Jewish Studies: JS 135W
- Latin: LAT 102 and up (except LAT 289)
- Music: MUSC 100 and up (except 294 and up); MUSL 103 and up (except 147, 160, 170, 171, 289 and up)
- Philosophy: PHIL 100 and up (except 289AB and up)
- Portuguese: PORT 102 and up (except 225, 289 and 294)
- Religious Studies: RLST 107 and up (except RLST 280 and up)
- Russian: RUS 102 and up (except RUS 171, 172, 280A and up)
- Spanish: SPAN 102 and up (except SPAN 280, 289, 294 and up)
- Theatre: THTR 100, 115F, 201-204, 232
- Women’s and Gender Studies: WGS 150, 239, 271

Art and Music (3 hours) from the following:
- Art Studio: ARTS 102 and up (except ARTS 288 and up)
- Classical Studies: CLAS 204-206, 216, 217
- History of Art: HART 110 and up (except HART 288 and up)
- Music Composition: MUSC 100 and up (except MUSC 294 and up)
- Music Literature: MUSL 103 and up (except MUSL 147, 160, 170, 171, 289 and up)

Mathematics (6 hours):

Statistics (3 hours):
- Mathematics: MATH 127A, 127B
- Psychology: PSY 2101

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

Or one course from:
- MATH 140, 150A, 150B, 155A, 155B
- MATH 127A or 127B may be used here if not used for the statistics requirement
Natural Science (7 hours):
One lab science (4 or 5 hours) from:

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

And one of the following 3 hours:

- **Astronomy:** ASTR 102
- **Biological Science:** BSCI 110A, 110B
- **Chemistry:** CHEM 101A
- **Earth and Environmental Sciences:** EES 101, 103, 107, 108
- **Neuroscience:** NSC 201
- **Nursing:** NURS 231A and NURS 231B
- **Physics:** PHYS 105, 110

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

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

- **African American and Diaspora Studies:** AADS 101, 110, 120, 155, 200, 201, 210, 215, 221, 230, 260
- **American Studies:** AMER 100, 100W
- **Anthropology:** ANTH 101, 103, 206, 207, 210, 214, 220, 222, 223, 226, 228, 232, 234, 243, 246-249, 251, 259, 260, 262 - 267
- **Asian Studies:** ASIA 211, 240
- **Chinese:** CHIN 251, 252
- **Classical Studies:** CLAS 130, 146, 150, 204 - 206, 211, 220, 222, 224, 236, 238
- **Communication Studies:** CMST 223, 224, 235
- **Earth & Environmental Sciences:** EES 205
- **Economics:** ECON 224, 267, 288
- **Education:** EDUC 2060
- **English:** ENGL 118W, 246, 260, 263, 268A, 268B, 271, 275, 277, 279, 279W, 282
- **European Studies:** EUS 201
- **French:** FREN 209, 215, 218, 234, 239, 251, 255, 258, 261, 269
- **German:** GER 172, 201, 216, 221, 222, 235, 237, 241, 270, 271, 273, 274, 275
- **Greek:** GRK 212
- **History of Art:** HART 120, 222, 238, 241, 242, 251, 252, 253, 256
- **Human and Organizational Development:** HOD 2240, 2400, 2410, 2420, 2430, 2460, 2660
- **Italian:** ITA 230
- **Jewish Studies:** JS 120, 135W, 155, 156, 245, 250, 251, 252, 254, 255
- **Latin:** LAT 206, 215
- **Latin American Studies:** LAS 201, 235, 260
- **Medicine, Health and Society:** MHS 201
- **Music Literature:** MUSL 103, 160, 171, 200, 201, 210, 250, 252, 261, 262
- **Philosophy:** PHIL 103, 211, 235, 238, 252, 258, 261, 262, 263
- **Political Science:** PSCI 101, 102, 204 - 206, 208, 213 - 219, 228, 230, 247, 263
- **Portuguese:** PORT 225
- **Psychology:** PSY 2230
- **Religious Studies:** RLST 107, 110W, 112, 113, 130, 204W, 206, 206, 219, 220, 222, 223, 229, 230, 233, 244, 249, 251, 254
- **Russian:** RUSS 171, 172, 231, 232, 234
- **Sociology:** SOC 101 - 104, 215, 218, 224, 226 - 230, 234, 237, 239, 242, 244, 246, 248, 249 - 251, 254 - 257, 268, 272, 276, 277, 279
- **Spanish:** SPAN 202, 204, 208, 221, 223, 226, 231, 235, 243, 244, 276
- **Special Education:** SPED 2060
- **Theatre:** THTR 216
- **Women's and Gender Studies:** WGS 150, 201, 212, 226, 239, 240, 243 - 245, 261, 264, 265, 267 - 272
Social Science (18 hours) to include:

United States History (3 hours) from the following:
  History: HIST 139, 141-144, 166, 169, 173, 174, 185, 186, 258, 259, 261-265, 269-271

Other required Social Science Courses (15 Hours)
  Education: EDUC 1020
  Psychology: PSY 1630, 2310
  Special Education: SPED 1010, 2020*, 2060**

*SPED 2020 is required for students in Comprehensive and Vision Tracks
**SPED 2060 is required for students in Modified Track

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

Note: Special topics courses and independent study courses are not acceptable to meet liberal education core requirements. Courses chosen to fulfill an area of the Liberal Education Core can only be used to satisfy that one requirement. You may not use the same course for two requirement areas. Exception: Courses used to fulfill the Writing requirement or academic major requirements may also be used to satisfy the appropriate area of the Liberal Education Core.

English 100 requirement:

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

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

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

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

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

Special Education students may substitute CMST 100, 101, or Theatre 100 for one of the Writing courses to facilitate meeting the licensure requirement.

Note: First Year Seminars (courses labeled 115F) offered through the College of Arts and Science and Blair School of Music may count as writing intensive courses. Peabody freshmen may only register for First Year Seminars during the first week of the fall and spring semesters if the courses are open.
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<tr>
<th>Course Sequence for Special Education Comprehensive Majors</th>
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<td><strong>With Second Major/Electives</strong></td>
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<td><strong>1st Year Fall</strong></td>
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<td>EDUC 1020 (3)</td>
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<td>PSY 1630 (3)</td>
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<td>SPED 1000 (1)</td>
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<td>SPED 1010 (3)</td>
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<td>Liberal Core/Second Major/Electives (12)</td>
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<td><strong>2nd Year Fall</strong></td>
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<td>SPED 2010 (3)</td>
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<td>SPED 2030 (3)</td>
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<td>Liberal Core/Second Major/Electives (12)</td>
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<td>18 Credits</td>
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<td><strong>2nd Year Spring</strong></td>
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<td>SPED 2020 (3)</td>
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<td>EDUC 2215 (3)</td>
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<td>PSY 2310 (3)</td>
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<td>Liberal Core/Second Major/Electives (6)</td>
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<td><strong>3rd Year Fall</strong></td>
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<td>SPED 2110 (3)</td>
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<td>SPED 2300 (3)</td>
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<td>SPED 2330 (3)</td>
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<td>Practicum (3)</td>
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<td>Liberal Core/Second Major/Electives (6)</td>
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<td><strong>3rd Year Spring</strong></td>
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<td>SPED 2050 (3)</td>
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<td>SPED 2340 (3)</td>
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<td>SPED 2820 (3)</td>
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<td>Liberal Core/Second Major/Electives (3)</td>
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<td>15 Credits</td>
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<tr>
<td><strong>4th Year Fall</strong></td>
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<td>SPED 2350 (3)</td>
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<tr>
<td><strong>4th Year Spring</strong></td>
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<tr>
<td>Student Teaching</td>
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# COMPREHENSIVE PROGRAM CHECKLIST

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<th>LIBERAL EDUCATION CORE</th>
<th>COMPREHENSIVE MAJOR</th>
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<tr>
<td><strong>COMMUNICATION (6 HOURS)</strong></td>
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*All Students must successfully complete one W course before their fourth semester. Before graduation all students must complete a second W course at the 100 or 200 level.*

ENGLISH 100 or exemption by AP Credit Test Scores
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## MODIFIED PROGRAM CHECKLIST

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56
## MODIFIED/ELEMENTARY DUAL MAJOR CHECKLIST

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### ELEMENTARY/MODIFIED

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*WRIITING REQUIREMENT [6 Hours]*

- ENGLISH 100 or exemption by AP Credit
- Test Scores

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

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### VISION PROGRAM CHECKLIST

#### LIBERAL EDUCATION CORE

**COMMUNICATION (6 HOURS)**
- [ ] SPED 2030 (3)

**MATHEMATICS (6 HOURS)**
- [ ] Statistics Course (3)
- [ ] Math (3-4) or SAT Exemption

**SOCIAL SCIENCE (18 HOURS)**
- [ ] American History (3)
- [ ] EDUC 1020 (3)
- [ ] PSY 1630 (3)
- [ ] PSY 2310 (3)
- [ ] SPED 1010 (3)
- [ ] SPED 2020 (3)

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

**HUMANITIES (9 HOURS)**
- [ ] Literature (3)
- [ ] Art or Music Course (3)
- [ ] Humanities Elective (3)

**NATURAL SCIENCE (7 HOURS)**
- [ ] Natural Science with Lab (4)
- [ ] Natural Science (3)

**ELECTIVE CREDIT (11 HOURS)**
- [ ] ___________ ( )
- [ ] ___________ ( )
- [ ] ___________ ( )

*WRITING REQUIREMENT [6 Hours]*
- [ ] ___________ ( )
- [ ] ___________ ( )

**VISION MAJOR**

**VISION (41 HOURS)**
- [ ] SPED 1000 (1)
- [ ] SPED 2010 (3)
- [ ] SPED 2110 (3)
- [ ] SPED 2111 (1)
- [ ] SPED 2500 (3)
- [ ] SPED 2510 (3)
- [ ] SPED 2530 (2)
- [ ] SPED 2540 (3)
- [ ] SPED 2550 (3)
- [ ] SPED 2810 (3)
- [ ] SPED 2811 (1)
- [ ] SPED 2820 (3)
- [ ] SPED 2821 (1)
- [ ] SPED 2877 (3)
- [ ] SPED 2871 (5)
- [ ] EDUC 2215 (3)

**STUDENT TEACHING (12 HOURS)**
- [ ] Professional Seminar (3)
- [ ] Student Teaching (9)

**SECOND MAJOR OR ELECTIVE CREDIT (7 HOURS)**
- [ ] ___________ ( )
- [ ] ___________ ( )
- [ ] ___________ ( )
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- [ ] ___________ ( )
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*All Students must successfully complete one W course before their fourth semester. Before graduation, all students must complete a second W course at the 100 or 200 level.*
**VISION/ELEMENTARY DUAL MAJOR CHECKLIST**

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___ ENGLISH 100 or exemption by AP Credit

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

## Child Development [18 Hours]
- PSY 1500 Cognitive Development (3)
- PSY 1750 Social & Personality Devl. (3)
- PSY 2102 Statistical Analysis (3)

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

Two of the following:
- PSY 2510 Experimental Methods (3)
- PSY 2530 Psychometric Methods (3)

## Cognitive Studies [21 Hours]
- PSY 1200 Minds, Brains, Cont., Cult. (3)
- PSY 1600 Psychology of Thinking (3)

And one of the following:
- PSY 2510 Experimental Methods (3)
- PSY 208 Research Methods (3)

Electives (9 Hours)
- PSY 1750 Social & Personality Devl.
- PSY 1500 Cognitive Development (3)
- PSY 1700 Soc. & Emotional. Con. Cog. (3)
- PSY 2100 Advanced Topical Seminar (3)
(Must be different from required PSY course)
- PSY 201, 1150, 2000, 2560, 2700
- PSY 2970, 2980, 2990 (limit: 6 hours)

## Elementary Education [22 Hours]
- EDUC 2210 Pract. in Elem Educ (1)
- EDUC 2215 Reading Instruction (3)
- EDUC 2217 Language Arts Elem. (3)
- EDUC 2216 Pract. Elem Education (1)
- EDUC 2430 Prob.Literacy Learning (3)
- HMED 2250 Intro Arts Education (2)
- MTED 2250 Math in Elem. Schools (2)
- SCED 2250 Science Elem. Schools (2)
- SSED 2210 Soc. Studies Elem. Schls (2)
- EDUC 2250 Practicum: Elem Education (1)
- EDUC 2270 Managing Instruct. Settings (2)

Special Education Majors with a second major in Elementary Education must complete the Elementary Education Liberal Education Core. See the Teaching and Learning 2009-2010 On-line Handbook

## Child Studies [21 Hours]
Two of the following:
- PSY 1500 Cogn. Aspects Hum. Devl. (3)
- PSY 1750 Soc. & Personality Devl. (3)
- PSY 2250 Infancy (3)
- PSY 2320 Adolescent Development (3)

Two of the following:
- PSY 2100 Advanced Topical Seminar (3)
- PSY 2510 Experimental Methods (3)
- PSY 2530 Psychometric Methods (3)
- HOD 1700 Systematic Inquiry (3)

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

Two of the following:
- EDUC 2115 (if not used above)
- EDUC 2120 Parents & Devl. Child. (3)
- EDUC 2920 Soc. & Phil. of Education (3)
- ENED 2100/2200 (if not used above)
- MTED 2100/2200 Mathematics Elem. (3)
- HOD 1700 (if not used above)
- HOD 2510 Hlth Service Delivery Div. (3)
- HOD 2600 Community Development (3)
- PSY 1300 Cognition and Instruction (3)
- PSY 1500 (if not used above)
- PSY 1750 (if not used above)
- PSY 2000 (if not used above)
- PSY 2100 Advanced Topical Seminar (3)
- PSY 2102 Statistical Analysis (3)
- HOD 1100 Small Group Behavior (3)
- HOD 1200 Understand. Organization (3)
- HOD 1400 Talent Mgmt & Org Fit (3)
- HOD 1800 Public Policy (3)
- HOD 2930 Senior Project (3)

Track Core and Track Electives [15 Hours]
(See the H&OD website for specific Track Core and Track Elective Courses and Requirements)
## POTENTIAL SECOND AREAS OF CONCENTRATION

**Comprehensive [21 Hours]**
- SPED 2050 Alt. & Aug. Communication (3)
- SPED 2300 Intro. Learners w/Severe Disabilities (3)
- SPED 2301 Practicum: Severe Disabilities (1)
- SPED 2330 Multiple Disabilities (3)
- SPED 2331 Practicum: Multiple Disabilities (1)
- SPED 2350 Advanced Procedures: Severe Disabilities (3)
- SPED 2340 Transition to Adult Life (3)
- SPED 2341 Practicum: Transition to Adult Life (1)
- SPED 2020 Family Intervention (3)

**Modified [17 Hours]**
- SPED 2800 Characteristics (3)
- SPED 2810 Assessment Strategies (3)
- SPED 2811 Practicum: Assessment (1)
- SPED 2830 Teaching Reading (3)
- SPED 2831 Practicum: Reading (1)
- SPED 2840 Language and Writing (3)
- SPED 2860 Classroom Management (3)

**Vision [17 Hours]**
- SPED 2500 Anatomy of the Eye (3)
- SPED 2510 Educational Procedures (3)
- SPED 2530 Braille Reading and Writing (2)
- SPED 2540 Communication Skills (3)
- SPED 2550 Orientation and Mobility (3)
- SPED 2020 Family Intervention (3)

*Note: There is only one major in Special Education but students may have more than one area of Concentration*
Educational Studies
REQUIREMENTS FOR EDUCATIONAL STUDIES MAJOR

A student wishing to graduate with this major must apply through the Office of Records and Registration. This major does not lead to initial teacher licensure.

GUIDELINES FOR PROGRAM OF STUDIES FOR EDUCATIONAL STUDIES

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

9 Hours Major Core
EDUC 1020 (3 hours)
SPED 1010 (3 hours)
Psychology – Child or Adolescent development (3hrs)

18-23 Hours Area of Specialization
Areas of specialization are outlined below

10-28 Hours Electives

27- 36 Hours Second Major or Other Courses

TOTAL 120 Hours Graduation Requirement

Areas of specialization within Educational Studies Major:

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

Plus two of:
EDUC 2120 Parents and their Developing Children
EDUC 2130 Curriculum Programming: Birth – Age 3
EDUC 2140 Curriculum Programming: Age 3 – Kindergarten

Elementary Specialization (23 hours)
EDUC 2215 Reading in Elementary Schools
EDUC 2217 Language Arts in Elementary Schools
EDUC 2430 Addressing Problems in Literacy Learning
MTED 2250 Teaching Mathematics in Elementary Schools
SSED 2210 Teaching Social Studies in Elementary Schools
SCED 2250 Teaching Science in Elementary Schools
HMED 2250 Introduction to Arts Education
EDUC 2210 ELE Practicum: Social Studies
EDUC 2216 ELE Practicum: Language and Literacy
EDUC 2250 ELE Practicum: Mathematics and Science
PSY 2310 Educational Psychology

**Secondary Specialization (18 hours)**
EDUC 2310 Teaching in Secondary Schools
EDUC 2530 Foundations for Teaching Linguistically Diverse Students
EDUC 2920 Foundations of Education
ENED/FLED/SCED/MTED/SSED 2320
FLED/SCED/MTED/SSED 2370 or ENED 2380 Teaching Methods
EDUC 2340 Practicum in Secondary Education I
EDUC 2350 Practicum in Secondary Education II
ENED/FLED/SCED/MTED/SSED 2360 Practicum in Secondary Education III

*Plus 3 hours of electives*

**Special Education: (18 – 22 hours)**
All students are required to take the following 7 hours:
SPED 2010 Introduction to Instructional Models
SPED 2110 Managing Academic and Social Behavior
SPED 2111 Practicum: Managing Academic and Social Behavior

Students will select 13-16 hours in one of the following areas:

**High Incidence**
SPED 2800 Characteristics of High Incidence Disabilities
SPED 2810 Assessing Students with Disabilities
SPED 2811 Practicum: Assessing Students
SPED 2820 Instructional Procedures Students w/ Mild/Moderate Disabilities
SPED 2821 Practicum: Students w/ Mild/Moderate Disabilities
SPED 2830 Advanced Instructional Procedures Mild/Moderate Disabilities
SPED 2831 Practicum for SPED 2830

**Comprehensive**
SPED 2020 Families
SPED 2300 Procedures – Severe Disabilities
SPED 2301 Practicum for SPED 2300
SPED 2330 Instructional Procedures – Multi-Handicapped
SPED 2331 Practicum for SPED 2330
SPED 2340 Transition to Adult Life
SPED 2341 Practicum for SPED 2340

**Vision**
SPED 2020 Families
SPED 2500 Anatomy of the Eye
SPED 2510 Instructional Procedures
SPED 2530 Braille
SPED 2540 Communication Skills
SPED 2550 Orientation and Mobility
PEABODY MINORS

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

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

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

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

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

The following Peabody minors are offered:
- Child Development
- Cognitive Studies
- Educational Studies
- Human and Organizational Development
- Reading/Literacy Education
- Teaching Linguistically Diverse Students
- Special Education
CHILD DEVELOPMENT
The minor in Child Development consists of 18 hours in the following courses:

Required Courses:
PSY 1630 Developmental Psychology 3
PSY 2101 Introduction to Statistical Analysis 3
(may be taken as part of the Liberal Education Core)
One of the following: 3
- PSY 1500 Cognitive Aspects of Human Development
- PSY 1750 Social and Personality Development
One of the following: 3
- PSY 2250 Infancy
- PSY 2320 Adolescent Development
One of the following: 3
- PSY 2510 Experimental Research Methods
- PSY 2530 Psychometric Methods
One Child Development elective course 3
Any of the courses above not taken to meet a minor requirement or any course listed for the major as a Child Development elective

Total Hours in the Minor 18

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

Required Courses:
PSY 1200 or 1207 Minds, Brains, Contexts, and Cultures 6
PSY 1600 Psychology of Thinking 3
3 courses from the following: 9
- PSY 1150 or 11157 Freshman Seminar
- PSY 1500 Cognitive Aspects of Human Development
- PSY 1700 Social and Emotional Context of Cognition
- PSY 1750 Social and Personality Development
- PSY 2000 Psychology and Language
- PSY 2100 Advanced Topical Seminar (may be repeated providing no duplication of content)
- PSY 2310 Educational Psychology
- PSY 2560 Health Psychology
- PSY 2700 Introduction to Clinical Psychology
- PSY 2980 or 2990 Directed Research (may not be repeated for minor credit)
- SPED 2030 Introduction to Language and Communication

Total Hours in the Minor 15
EDUCATIONAL STUDIES
The minor in Educational Studies is offered through the Department of Teaching and Learning. This minor has a Secondary Education Emphasis that requires 17 hours of credit from the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1020</td>
<td>Society, School, and the Teacher</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2310</td>
<td>Teaching in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2920</td>
<td>Social and Philosophical Aspects of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2340</td>
<td>Practicum in Secondary Education I (with ED 2920)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 2350</td>
<td>Practicum in Secondary Education II (with PSY 2320)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 2320</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours in the Minor: 17

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

HUMAN AND ORGANIZATIONAL DEVELOPMENT
The minor in Human and Organizational Development consists of 18 hours in the following courses:

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>HOD 1000</td>
<td>Applied Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HOD 1100</td>
<td>Small Group Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HOD 1200</td>
<td>Understanding Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses:**

9 hours at the 2000-level with either
1) All 9 required hours in a given track:
   • Community Leadership and Development
   • Health and Human Services
   • International Leadership and Development
   • Leadership and Organizational Effectiveness
   • Public Policy

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

And
One additional 3-hour HOD course

Total Hours in the Minor: 18
READING/LITERACY EDUCATION
The minor in Reading/Literacy Education is offered through the Department of Teaching and Learning. This minor consists of 16 credit hours from the following courses:

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

TEACHING LINQUISTICALLY DIVERSE STUDENTS (18 hours)
(Leads to an added endorsement in teaching English as a second language)
EDUC 2530  Foundations Teaching Linguistically Diverse Students  3
EDUC 2540  Meth. & Materials Teaching Linguistically Diverse Students  3
EDUC 2550  Teaching Linguistically and Culturally Diverse Students  3
EDUC 2560  English as a Second Language Assessment for Teachers  3
EDUC 2570  Teaching Practicum for Linguistically Diverse Students  3
ENED 2200  Exploring Literature for Children  3
Or ENED 2920 Literature for Adolescents
**Total Hours in the Minor**  18
**SPECIAL EDUCATION**

The minor in Special education provides students with an opportunity to develop familiarity and expertise in working with children who have learning and social behavior problems. Individual course clusters can be arranged with special education faculty to match student interest. The minor requires 17 -18 hours

### High Incidence Disabilities (17 hours)

<table>
<thead>
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<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2060</td>
<td>Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2110</td>
<td>Managing Academic and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2111</td>
<td>Practicum: Managing Academic &amp; Social Behavior</td>
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<tr>
<td>SPED 2800</td>
<td>Characteristics of Students with HI Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2810</td>
<td>Assessment Strategies for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2811</td>
<td>Practicum: Assessment Strategies</td>
<td>1</td>
</tr>
</tbody>
</table>

### Teaching Students with High Incidence Disabilities (18 hours)

<table>
<thead>
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<td>Managing Academic and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2111</td>
<td>Practicum: Managing Academic &amp; Social Behavior</td>
<td>1</td>
</tr>
<tr>
<td>SPED 2820</td>
<td>Teaching Math to Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2821</td>
<td>Practicum: Math</td>
<td>1</td>
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<tr>
<td>SPED 2830</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2831</td>
<td>Practicum: Reading</td>
<td>1</td>
</tr>
<tr>
<td>SPED 2840</td>
<td>Teaching Writing</td>
<td>3</td>
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</table>

### Teaching Students with Severe Disabilities (18 hours)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2020</td>
<td>Family Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2300</td>
<td>Introduction to Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2301</td>
<td>Practicum: Severe disabilities</td>
<td>1</td>
</tr>
<tr>
<td>SPED 2330</td>
<td>Multiple disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2331</td>
<td>Practicum: Multiple disabilities</td>
<td>1</td>
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<tr>
<td>SPED 2340</td>
<td>Transition to adult life</td>
<td>3</td>
</tr>
<tr>
<td>SPED 2431</td>
<td>Practicum: Transition</td>
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</table>

### Teaching Students with Visual Impairments (17 hours)

<table>
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<tbody>
<tr>
<td>SPED 1010</td>
<td>Introduction to Exceptionality</td>
<td>3</td>
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<tr>
<td>SPED 2500</td>
<td>Anatomy of the Eye</td>
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<tr>
<td>SPED 2510</td>
<td>Educational Procedures for VI Learners</td>
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<tr>
<td>SPED 2530</td>
<td>Braille Reading and Writing</td>
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<td>SPED 2540</td>
<td>Communication Skills for VI Students</td>
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<tr>
<td>SPED 2550</td>
<td>Orientation and Mobility for VI Teachers</td>
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### General Special Education (18 hours)

<table>
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<tr>
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<tr>
<td>SPED 2010</td>
<td>Introduction to Instructional Models</td>
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