

Development, Learning, and Diversity Ph.D. Requirements

Vanderbilt University requires students to take 72 hours of work to earn a PhD. These hours can be fulfilled through transfer of graduate credits, course work, independent studies, and dissertation work. The number of hours transferred and the number of hours counted toward dissertation work vary according to each student's particular circumstances. Typically students who enter with a Masters degree with coursework relevant to their area of study will be able to complete coursework in three years. Students with less prior coursework typically will require additional time. Students in the Development, Learning, and Diversity strand are required to take six hours of required courses and additional electives to develop their specialized area of expertise.

	<i>Fall Courses</i>	<i>Spring Courses</i>	<i>Expected Products</i>
Year 1 (18 hrs)	Intro. to Statistical Inference ^ Learning & Instruction* Inquiry in Education* Research Group* (no credit)	Foundations in Learning and Development~ Research Group * (for credit) Elective	<i>First Year Paper</i> (presented as poster Fall of second year)
Year 2 (18 hrs)	Research Methods #1* Diversity in Education~ Development & Learning~ Research Group * (no credit)	Research Methods #2* Teaching as a Social Practice* Research Group * (for credit)	<i>Second year paper</i> (presented Fall of third year)
Year 3 (18 hrs)	Electives Research Group * (no credit)	Electives Research Group * (no credit)	<i>Major Area Paper</i> (depending on coursework needs)
Year 4	Research Group * (no credit)	Research Group * (no credit)	<i>Dissertation proposal</i> (depending on progress)
Year 5	Dissertation		

* Required by the Teaching & Learning Department

~ Required by DLD

^ Vanderbilt Graduate Program Requirement

Teaching and Learning requirements:

- **Core courses:** **24 hours**
 - Introduction to Statistical Inference (PSY 309P)
 - Inquiry into Education (EDUC 3070)
 - Learning and Instruction (EDUC 3120)
 - Teaching as Social Practice (EDUC 3040)
 - Research Methods: Two courses selected in consultation with your advisor
- Research Groups: Participation is required all four years. In years one and two they are taken for 3 credits and in years three and four they are taken for between zero and three credits.
- Research Papers:
 - year one: project poster delivered to the department and other PhD students (Fall of year 2)
 - year two: paper presented to the department and other PhD students
- Major Area Paper (MAP): written and defended in year three.

Specialization	30 hours
Electives	9 hours
Dissertation	9 hours

Development, Diversity and Learning requirements

In addition to completing all departmental requirements for Teaching and Learning, students in the DLD sequence also will complete the following requirements:

Required Courses: 6 hours

All DLD students will take two DLD courses, one that deals with development and one that deals with issues related to diversity. Prior to taking EDUC 3900 students must have had prior courses on child development or must take EDUC 3200, Foundations in Learning and Development.

- Fall: EDUC 3900 Development and Learning - Schauble
- Spring: EDUC 3080 Diversity Issues and Perspectives in Education - Milner

Specialized Area of Expertise

In consultation with his or her advisor each student develops a program of studies that will enable him or her to acquire expertise that is consistent with his or her career objectives. Students identify courses from a list of suggested electives that will vary from one year to the next. In addition, they may take other courses that are relevant to their area of interest. Every fall all students except those who have just been admitted submit their plan of studies and information regarding their progress toward meeting their goals. The Graduate Review committee examines these materials to determine whether the student is pursuing a course of study that will ensure development of needed expertise and to ensure that adequate progress is being made.

Research Presentation Competence

Students will work to develop competence presenting research results by engaging in varied activities related to presenting research findings. First year projects will be presented to the department and entering doctoral students in the format of posters. Second year papers will be presented to the department. In addition, students will develop and submit abstracts seeking the opportunity to present research at national conferences. A typical student should submit at least three abstracts.

Electives:

This is a partial listing. Students are free to identify other courses that fit with their area of specialization. Course selections should be discussed with the student's advisor.

1. EDUC 3200 Foundations in Learning and Development – Farran (fall)
2. EDUC 3610 Curriculum Foundations – Singer-Gabella (fall)
3. EDUC 3900 Reading Development (spring) – Dickinson (spring)
4. EDUC 3900 Self-Regulation of Behavior and Learning (Carin) (spring)
5. EDUC 3900 Children's Learning of Disciplinary Practices In and Out of School (Hall) (fall)
6. EDUC 3900 Second Language Literacy (Jimenez) (fall)
7. EDUC 3700 Research Group: Designing Schools and Districts as Learning Organizations for Instructional Improvement Cobb & Smith (all year)

Research Methodology Courses:

This is a partial listing. Students must fulfill departmental methodology requirements and should take additional courses to develop expertise consistent with their intended area of research.

1. EDUC 3900 Discourse Analysis (Leander) not offered 06-07
2. EDUC 3912 Qualitative Research (Rowe) (spring)
3. EDUC 3900 Interpretive Research Methods (Hall) (spring)
4. SPED 3018 Observational Methods (Wolery) (spring)

From Faculty in other Peabody Departments:

SPED 3933: Seminar on Writing Research (Graham) (spring)