

COMMUNITY RESEARCH AND ACTION

2009-2010 Student Handbook

This handbook has been designed to familiarize you with the policies and procedures that shape the Community Research and Action Doctoral program. It is not viewed as comprehensive and is not intended to replace the Peabody College or Graduate School catalogues. It is intended to provide information you will need in order to make decisions about your graduate study and to acquaint you with the administrative requirements, policies, and procedures you will be expected to meet. This is a living document and we invite you to make contributions and suggestions. Additionally, if you have questions that cannot be answered by this handbook, please seek information from your advisor, your fellow students, the graduate secretary or the program director.

We expect that your personal and professional journey within the CRA program will be stimulating, challenging, positive, and transformational. We hope that this manual will be helpful in that process, and we are glad that you are part of our team.

The CRA Program Faculty, Staff, and Current Students

Click the links below to be directed to specific sections, and use “Top” or the back button to return:

Please e-mail problems, questions, or suggestions to sherrie.lane@vanderbilt.edu

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Mission Statement for the Department of Human and Organizational Development

DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT MISSION STATEMENT

We seek to promote individual, relational, and collective well-being by enhancing the development of individuals, organizations, communities, and societies. We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

HOD faculty, staff, and students strive to hold each other accountable to promote:

People's rights, dignity, learning, and growth;
Relationships based on caring and respect;
Communities of inclusion and support; and
Societies built on democratic participation, justice and equality.

PROGRAM RATIONALE

We believe in development as the freedom to create and choose among real opportunities for realizing human potential. We also believe that this development is achieved only through the simultaneous and balanced satisfaction of personal, interpersonal, and collective needs. Based on this premise, the department of Human and Organizational Development aims to prepare undergraduate and graduate students for the promotion of human, organizational, and community development through rigorous, critical, experiential, ecological, systemic, and multidisciplinary modes of learning. Instead of concentrating only on single units of analysis, we focus especially on the connections among them. We work to emphasize interpersonal and counseling skills, organizational and small group dynamics, community interventions, applied participatory research, leadership development, consultation, and social policy formation. In keeping with Peabody College's mission to provide research and education that make a difference in the lives of children, youth, and adults in the community, we want to prepare students to become agents of human and organizational development at the local, national and international levels.

PRINCIPLES OF SIMULTANEITY

Human, Organizational, and Community Development Must Progress at the Same Time

We offer courses, programs, and research opportunities that focus on personal, organizational, and community development as well as personal and organizational effectiveness. Our programs are grounded in a contextual and interdependent understanding of life-long learning, interpersonal and social efficacy, and developmental change in the community.

Teaching, Research, Action, and Critical Reflection Must Progress Simultaneously

We sharpen the qualitative and quantitative analytical skills required for the integration of knowledge stemming from diverse disciplines. We blend intellectual rigor with practical and emotional intelligence for the promotion of effective and ethical interventions. Students in our programs practice what they learn through classroom simulation, internships, practica and field research. We engage in self-reflection, bring personal experience to the classroom, and foster individual and public virtue in the process. Our students learn to discover and use empirical evidence to support their arguments, interventions, and integrative thought processes.

PRINCIPLES OF COMPLEMENTARITY

Dimensions of Development Must Be Studied as Complements

To emphasize the interdependence of the various domains of human and organizational development, we stress the complementary functions of individual and collective wellness, conflict negotiation and systematic inquiry, and intervention designed to induce both the private and the common good. Our values of liberty, solidarity, and equality complement each other; as do human, social and civic capital and psychological, organizational and community interventions.

Skills and Knowledge in Different Domains Must be Emphasized

We offer programs that cover the entire range of development, from the micro to the macro sphere in the private and the public sectors. Faculty and students alike strive to strengthen the relationship between their own concentration and other domains through the department colloquium, participation in professional meetings and a range of special seminars. Development occurs not only in the nodes of human, organizational, and community development, but also in the very links that tie these nodes together.

PRINCIPLES OF CONTEXTUALISM

Development Must be Examined in the Context of Globalization

We understand that the balance among values, needs, and social policies change, and with them, our prescriptions for interventions. We monitor changing social circumstances around the globe and study their implications for human, organizational, and community development in local and international contexts. When forces of globalization threaten communal life, we strive to restore it; where globalization advances the common good, we seek to enhance it.

Development Must be Grounded in the Context of Specific Populations

We recognize that families, groups, organizations, communities and nations emphasize certain values and needs more than others. We seek to help balance self-determination with respect for diversity and social justice, and individualism with cohesion and solidarity. In our teaching, research and action, we strive to reinforce equilibrium wherever it is found and to detect lack of equilibrium and teach students to think and act critically and creatively in ways that address the desired balance.

I. CRA Program Overview

Program Aims

The Doctoral Degree in COMMUNITY RESEARCH AND ACTION (CRA) in the Department of Human & Organizational Development at Peabody College, Vanderbilt University is designed to train action-researchers for academic or policy-related careers in applied community studies: i.e., community psychology, community development, prevention, community health/mental health, organizational change, and ethics. Coursework in qualitative and quantitative methods and evaluation research is required. The program builds on the long-standing one in Community Psychology previously in the Department of Psychology and Human Development and reflects the move in the field to become interdisciplinary.

Recognizing the expanding connections between community and educational organizations (e.g., school-based prevention programs, community service-learning, organized parent involvement, community-based adult education, the "learning community" model of community development), CRA is designed to train action-researchers in applied community studies. Action research is a cyclical process of informed social action followed by evaluation and re-action, ideally with the full participation of those affected.

The Ph.D. in CRA is distinctive in its combination of Community Psychology, with its emphasis on rigorous applied research, and Community Development, with its strong tradition of empirically grounded practice. "Research" and "Action" in CRA are not separate curricular or career tracks, but equal and inextricably linked areas of professional identity and expertise in the scientist-practitioner model. CRA is also recognized as the name of the main international professional society in CP (website: <http://www.apa.org/divisions/div27/>).

The central concern of CRA is the relationship between social systems and individual well being in the community context. Implicit in this definition are four themes:

- The normative rationale for the Program is the social integration function of community organizations, and of community itself for addressing social problems at multiple levels.
- The basic commitment of the Program is to action research that seeks the development of community and transformation of its institutions for the promotion of life-long human development and health (both physical and mental).
- The overarching conceptual framework throughout the Program is ecological-systems theory, which permits a problem orientation that can (and should) traverse multiple disciplines (anthropology, economics, education, history, philosophy, political science, psychology, religion, sociology).
- The primary focus is to understand community change (its ethics and processes) and to provide the knowledge base and necessary tools (both quantitative and qualitative) to inform and evaluate community action through the use of applied social research methods.

The focus on change is on the relationships between social systems functioning and individual behavior in the community context. We think of this relationship as a transaction that extends through time at the interface among multiple levels of a social-ecological system. It is a transaction that is studied through monitoring and feedback.

The program strives to live by the values of the HOD mission statement. However, we are aware that despite our best efforts to create an inclusive, participatory and egalitarian environment, power differentials exist and conflicts are to be expected in the life of the program. We seek input from students, staff and professors in our efforts to renew, improve, and evaluate the program. In order to mediate possible conflicts within the program, we created a mediation committee consisting of two professors and two students nominated by the CRA graduate student body. The mediation committee is engaged in both preventive and conflict related issues. Students can always access that committee by approaching directly one of its members or by contacting the program director.

Program Background

CRA builds on the former Program in Community Psychology at Peabody College by emphasizing the commonalities between community development (CD) and community psychology (CP). As such, it reflects the move in CP to become interdisciplinary. In recent years, community psychologists have been collaborating with researchers and practitioners, and even finding research and academic jobs in fields such as public health, education, human development, community development, environment and behavior, other branches of applied psychology and other social sciences. This trend is just beginning to be reflected in new graduate programs oriented toward CP, but based in interdisciplinary departments outside of psychology. Through core curriculum readings and extensive minor and elective options, CRA aims to include all the above fields, thus making it one of the most interdisciplinary of CP programs.

CRA is also distinctive in terms of graduate training in CD. There are traditional CD graduate programs that are oriented to training professionals for work in agricultural extension. There are also some architecture and urban planning programs with a CD emphasis. A few have a psychologist or two on faculty. This is the first CD program, however, with an equal emphasis on CP. It is also one of the few (particularly at the doctoral-level) with an urban CD focus. (Most programs in CD are at the master's level and/or have a rural sociology or agricultural economics focus.)

CD activities are initiated by government agencies, nonprofit organizations, resident groups, and public-private partnerships. Academic training in CD provides the knowledge and skills to analyze community problems, access and interpret relevant, valid, and reliable social research, and devise, organize, implement, and evaluate effective solutions. CRA focuses most heavily on the urban/suburban psychosocial, political, and physical environments. Economic and international development may be taken as elective courses.

Program Requirements

The Program is 72 credit hours structured in five sections:

- Core (12 semester hrs)
- Methods (18 semester hrs)
- Thesis/Grant Development/Consultation (3-9 semester hrs)
- Advanced Content/Specialization Areas/Electives (12-39 semester hrs)

- Evaluation Methods
- Community Development
- Individual Projects: MA thesis, Internship, Dissertation (10-15 semester hrs)
- See the **Degree Requirements** section ([section V](#)) for more detailed information.

II. Advising and Committees

Advisor

- Upon admission, an initial Major Advisor is assigned to work with students for the first semester. As students become familiar with the faculty, they are encouraged to identify a core faculty member with whom the best fit occurs. When students complete their first semester, they are expected to identify a Major Advisor who is a CRA program core faculty member, to serve in that role for the duration of the student's program.
- Students should seek appropriate matches with core faculty during their first semester in the program and choose a Major Advisor **by January of their first year in the program**. It is common, although not required, for students to change Advisors at the end of their first semester in the program.
- **Students should be in communication with the new and old Advisor and inform both parties of the changes made.**
- Although the assumption is that additional switching of Advisors will not occur, the faculty understands and endorses the notion that for a variety of reasons, students may require additional changes at a later time.
- Students wishing to change Advisors are encouraged to consult first with the new potential Advisor. Once a new Advisor – advisee relationship is established, the student should communicate the decision to the former Advisor. If a student feels that power differentials interfere with his or her ability to switch Advisors, the student should seek the advice of the program director.
- See change of Advisor form ([Forms](#))

Program of Studies (POS) Committee

- Students should establish their program of study committee by **March 15th of their first year in the program**.
- The POS committee consists of a *minimum* of three people: the Major Advisor (who is a core faculty member) and two additional faculty members, one of whom must be core CRA faculty.
- See [section III](#) of this handbook for more information about POS.

C. Master's Thesis or Empirical Research Paper Committee

- The thesis or empirical paper committee consists of a *minimum* of two people: the thesis Advisor, who chairs the committee, and one more person who will serve as a reader.
- The Thesis or empirical paper committee should be formed by the **end of your second semester in residence**.
- The thesis or empirical paper chair or co-chair must be a core faculty member, but readers may be a non-core faculty person.
- The thesis or empirical paper committee can, but does not have to, consist of some or all members of the POS committee. Students may wish to consider the value of forming a different committee for their thesis project.
- See [section V.B.](#) for additional information about the thesis or empirical paper.
- *Newbrough Graduate Award*

The annual graduate student award in the HOD Department honors Professor Emeritus J.R. “Bob” Newbrough, who helped found the Community Psychology and Transactional-Ecological Psychology graduate programs at Peabody College in 1966. In 1999, Bob moved to the new HOD Department to help launch the successor to those programs, the Doctoral Program in Community Research and Action. Upon Bob’s retirement from full-time teaching in 2002, a fund was started to pay an annual award of \$100 to the best paper, thesis or dissertation in community studies. **In order to maintain the award and gradually increase it, we encourage anyone who would like to support the award and to honor Bob to make a contribution to the award fund. (Tax-deductible checks can be made out to “Vanderbilt University” and marked at the bottom “for HOD Newbrough Award” and sent to Sandy Strohl, HOD, Peabody College #90, Vanderbilt University, Nashville, TN 37203 or if you make a contribution to Vanderbilt, you can earmark all or a portion of it to Department of H&OD, Peabody, for this purpose and let Sandy, know, at sandy.strohl@vanderbilt.edu**

The department encourages any of our graduate students to submit completed work for consideration for the award. All students in the Community Research & Action or Community Psychology Ph.D. programs or the Community Development Action M.Ed. or Human Development Counseling M.Ed. programs are eligible for the award. In most cases, the award will go to the best completed dissertation, thesis, or empirical paper (thesis equivalent), as judged by a faculty-student award committee every April. Particularly strong conference presentations or other papers may also be considered. **The paper must be nominated by a faculty member and be submitted as a detailed abstract (no more than 10 double-spaced pages). The submission deadline is April 1.** The winning paper will receive special consideration for publication in the *Journal of Community Psychology*. If the paper has already been submitted elsewhere, or the student prefers another journal, it does not have to be submitted to *JCP*.

Dissertation Committee

- The functions of the Ph.D. committee are (a) to administer the qualifying examination, (b) to approve the dissertation proposal, (c) to aid the student and monitor the progress of the dissertation, and (d) to read and approve the dissertation and administer the final oral examination.
- The CRA dissertation committee consists of a Chair plus four other members, with a minimum of three from CRA core faculty.
- The dissertation committee chair or co-chair must be CRA core faculty.
- Upon discretion of the student and the major Advisor, a fifth member may be added to the dissertation committee. All members, including the potential fifth member, must be tenured or tenure track with either a Ph.D. or Ed.D. The fifth member can have voting privileges if the committee so chooses, however, only four signatures are required by the Graduate School.
- Students are generally expected to form their dissertation committee **before the start of their 7th semester** if they enter without a Master's degree or **before the start of their 5th semester in the program** if they enter with a relevant Master's degree.
- See additional information about the dissertation in [section V. H.](#)

III. Program of Studies

Filing of the Program of Studies (POS)

Students are expected to file an approved Program of Studies **by the end of their 2nd semester in residence** or upon completion of 12 graduate-level semester hours of coursework at Peabody, whichever comes first. The POS lists all courses the student expects to complete and projects the time frame in which the courses will be completed. The POS becomes an individualized road map for both student and Major Advisor to use in monitoring the student's fulfillment of course requirements.

The Program of Studies must be documented on the Program of Studies form. (See [Forms for the Program of Studies form](#)).

Students should complete the form in close consultation with their major Advisor.

Once the Advisor approves the POS, the form is submitted to the POS Committee for approval.

Once the committee approves the program of studies, copies of the form go to the HOD Department Graduate Secretary who will forward to the department Chair and Peabody College. The Graduate School is not concerned with the POS, rather only transfer of credit forms approved first by the student's POS committee, and department chair.

Once all parties sign the POS, it becomes a contract between the student and the department. Any changes in the program requirements will not affect your POS however, you do have the option of changing your POS to meet the new requirements.

Changing the POS

Only the student can initiate a change in the POS. This is accomplished by submitting a Change of Program form signed by the student, the student's Major Advisor, and the CRA Program Director and submitted to the HOD Departmental Graduate Secretary. One form is kept in the student's file and a copy is forwarded to Peabody College.

See [Forms](#) for sample copy of the Change of Program of Studies form

Basic Requirements and Flexibility

- **Core:** Core areas I & II (12-15 hours), Methods (18 hours), Thesis/Grant development/consultation (3-9 hours);
- **Projects & Electives:** CRA Projects (0-18 hours), and Electives (18-36 hours) make up the required 72 hours of the program
- **Methods Courses:** There is some flexibility in the choices of methods courses. Your choice of quantitative methods courses will depend on your level of experience with these methods and your plans for your major research. You are encouraged to work closely with your Advisor to design a program that best meets your needs. At present, the preferred option for everyone is to take SOC311 in the fall and SOC312 in the spring (of their first year). If (and only if) there are extenuating circumstances, other alternatives can come into play. Please consult with your Advisor or POS committee before you make your selection because offerings of these courses varies from time to time. Please seek advice from your Major Advisor and your POS committee before you finalize your plans.
- Students are encouraged to seek out courses in other disciplines to enhance their learning. If students wish to deviate from the prescribed course of studies, they should make the case to and obtain support from the POS committee. If the POS committee supports the student's proposed deviations, and the DGS approves it, the student can pursue the chosen path. If needed, DGS can bring other people for consultation in approving or rejecting a proposal that deviates from standard prescribed POS for program. Ideally, the design of the "irregular" POS should try to meet at least minimal expectations (cover the various categories present in the current POS)

Specific required coursework:

Ph.D. Program in Community Research & Action (revised 8/09)

Department of Human & Organizational Development

Peabody College, Vanderbilt University

PROGRAM OF STUDIES

| Name: _____ | | Advisor: _____ | | Date Filed: ____/____/____ | |
|---|---|---|-------|----------------------------|--|
| | COURSE # | COURSE TITLE | CR | SEMESTER | |
| CORE I (6) | HOD3470/PSY347 | Community Psychology | 3 | | |
| | HOD3600 ⁱ | Community Development & Urban Policy | 3 | | |
| CORE II (6-9): <u>CHOOSE AT LEAST 2</u> | HOD3200 | Ethics of CRA | 6-9 | | |
| | HOD3640 or LPO3385 ⁱⁱ , LPO3366, or LPO3452 | Global Dimensions of Com. Dev., Intl. Orgs. & Econ. Develop., Learning Orgs., or Org. Theory & Behavior | — | | |
| METHODS (18): <i>CHOOSE AT LEAST 6, MUST INCLUDE BOTH QUAL. & QUANT.</i> | HOD3100 | Community Inquiry | 18-24 | | |
| | SOC311 (Fall) | Multivariate Analysis I | | | |
| | SOC312 (Spring) | Multivariate Analysis II | | | |
| | PSY309, PSY310, or HRSP371A | Graduate Intro Statistics | | | |
| | EDUC3900, 3912, SOC371 | Intro Qualitative Methods | | | |
| | HOD3960 or PSY315 | Program Evaluation | | | |
| | HOD3621 | Action Research | | | |
| | See Evaluation Methods (Track on reverse) | Advanced Qualitative or Quantitative Methods: _____ | | | |
| PROFESSIONAL SKILLS (3-6) <u>CHOOSE AT LEAST 1</u> | HOD3960 | Consultation | 3-6 | | |
| | HOD3960 | Development Project Design | — | | |

| | | | | |
|--|---------|--|-----------|-----------------------|
| PROFESSIONAL SKILLS | HOD3960 | Proseminar in CRA ^{vii} | 2 | |
| THESIS/DISS. DEV.: TAKE IF YOU HAVE NOT DONE A THESIS | HOD3870 | Thesis Development Seminar (incl. intro to grants/fellowships) | 0-3 | |
| FIELD EXPERIENCEⁱⁱⁱ, THESIS^{iv}, DISSERTATION^v | HOD3872 | Field Experience | 0-6 | |
| | HOD3690 | Master's Thesis Research | 0-6 | |
| | HOD3990 | Ph.D. Dissertation Research | 0-6 | |
| | | Total Hours Required Coursework: | 33 | Semester Hours |
| Electives^{vi} | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | Total Hours for Ph.D. Degree: | 72 | Semester Hours |

Student Signature / Date Advisor Signature / Date Program Director Signature / Date

Advanced Content/Specialization Area Electives: Choose 12-39 hours; may be applied to 12 hours required minor. Minor does not have to be in just one track (can be tailored to student's interests). Student may propose courses not on following list, subject to advisor's approval. Courses in the Law School (e.g., Family Law), Business School (e.g., Management of Environmental Issues or Health Care Policy), or other professional programs may apply, depending on students' interests, but students are responsible for obtaining Graduate School credit approval, as needed.

Community Development Track

HOD3640 Global Dimensions of Com. Dev
HOD3960 Ethnography
HOD3960 (Special Topics in CRA)
HOD3930 (Readings & Research in CRA)
SOC242 The Urban Community
SOC255 Racial and Ethnic Minorities
SOC270 Human Ecology & Society
SOC368 Sp Tpc: Soc Processes & Soc Change
DIV3059 Sem: Psychology & Theology
DIV3064 Practical Theology
DIV3800 Community Rel. Beliefs & Practices
ECON277 Econ Development & Envir.
ECON279 Urban Economics
ECON355 Sem: Research Econ Develop.
EDUC3921/3922 Ethn. & Qual. Research
LPO3385 Intl. Orgs. & Econ. Develop.
PSCI302 Democratic Theory
PSCI317 Political Dev. & Democratiz.

Evaluation Methods Track

HOD3960 (Special Topics in CRA)
HOD3930 (Readings & Research in CRA)
HOD3960 Ethnography
SPED ##### Observational methods
SOC312, PSY312, HRSP371B Multivariate Statistics
EDUC3921/3922 Ethn. & Qual. Research
PSY304 Field Research Methods
PSY346 Measurement
PSY319 Quasi-Experimental Design
PSY319 Meta-Analyses
PSY319 Survey Research
LPO3460: Modeling Context Effects in Educational Organizations (or other multilevel analysis course)

ⁱStudents are required to take a minimum of 1 international organizations or development course. HOD3600 is taught in international context every other year (see note #ii).

ⁱⁱ Students are required to take a minimum of 1 international organizations or development course. HOD3640 or LPO3385 will always satisfy this requirement.

ⁱⁱⁱ Basic requirement for field experience is 600 hours. However, in some cases, credit may be given for previous experience. The final decision is to be made by student in conjunction with POS committee. An individual learning contract is to be completed and signed by student and advisor for the field experience.

^{iv}Students with a Master's degree but no thesis must complete an empirical paper and may sign up for 3930 (Readings & Research) in lieu of 3690.

^vQualifying Exam and grant/dissertation proposal required after completion of required courses and by end of 4th year in program. Qualifying Exam is oral, based on Major Area Paper (usually literature review section of dissertation proposal), and graded by 5-member PhD Committee.

^{vi}Students may register for any number of hours from this category necessary to complete the 72 required hours

^{vii}First-year CRA students take this course upon entering the program.

Appendix to PoS: Milestones

| Milestone | Done By | Completed Date | Signature of PoS Advisor |
|--|---|----------------|--------------------------|
| Retain or change your PoS Advisor Form your PoS Committee Discuss field experience w/Major Advisor | December 15 (end of 1 st semester) March 15 (1st year) March 15 (1st year) | | |
| Update CV (send to advisor) & Sherric Lane | April 1 st (of each year) | | |
| PoS approved and filed Form Thesis/empirical paper committee | April 30 th (1 st year) | | |
| Option to change advisors | July 31st (1st year) | | |
| Deliver the Thesis/Empirical paper proposal | July 31 st (2 nd year) (suggested) | | |
| Form your Dissertation Committee (if entering with a relevant masters) | December 15 th (3 rd year) (suggested) | | |
| Deliver the Thesis/Empirical paper final draft | December 15 th (3 rd year) (suggested) | | |
| Form your Dissertation Committee | December 15 th (4 th year) (suggested) | | |
| Complete the Qualifying Exam (MAP) | April 30 th (4 th year) (suggested) | | |
| Complete Field Experience | 6 mos. prior to completion of dissertation | | |
| Deliver the Dissertation and Defend | Before the end of 4 years after admission to candidacy | | |

Last revised August 2009

D. Minor Requirements

Students may elect to declare either a formal minor or a related area course of study.

An outside minor or related area coursework must comprise 15 credit hours, completed at the post baccalaureate level and requires that an Advisor be designated.

An internal minor does not require designation of a minor Advisor, but does require at least 9 credit hours within the department. Also, an internal minor cannot include tools courses, proseminar courses, or any seminar required by the student's program of sub-study within CRA.

If the internal minor is research methods, it must include 9 hours beyond the required research methods courses.

Interdisciplinary doctoral program in Social Psychology (possible minor option)

The interdisciplinary program in social psychology provides doctoral students in five administrative units of the University with the opportunity to pursue either a major concentration or a minor in social psychology. Students may choose a major concentration in social psychology through the Departments of Psychology or Sociology in the College of Arts and Science or through Organizational Studies in the Owen Graduate School of Management. A minor may be chosen through any of these units plus the School of Nursing and the Department of Psychology and Human Development at Peabody College. The program is coordinated by a committee composed of William P. Smith (Psychology), Bruce Barry (Management), Ray Friedman (Management), Douglas Perkins (Community Research and Action), Craig A. Smith (Psychology and Human Development), and Kenneth A. Wallston (Nursing). The direction of the program rotates among members of the committee.

Students are admitted to and receive their doctoral degrees from one of the participating departments/units, but are required to take a minimum of 5 courses in social psychology drawn from the 5 administrative units of the University participating in the program, all of which must be approved by the interdisciplinary committee on social psychology. A listing of these courses is available from any of the participating units of the University. In addition, students are expected to join an interdisciplinary seminar in social psychology, offered jointly by the participating units, for each of at least 3 semesters. Those choosing a major concentration will conduct their dissertation research in social psychology. Students choosing a minor in social psychology should consult with the member of the committee in their unit of the University.

Prospective students interested in a major concentration in social psychology should apply either to the Department of Psychology, the Department of Sociology, or to the Owen Graduate School of Management, indicating their interest in social psychology on the application to the Graduate School. Students in Psychology, Sociology or Organization Studies in the School of Management may also at any time while in

residence choose a major or minor concentration in social psychology, and those in the School of Nursing or Psychology and Human Development may choose a minor concentration, by enrolling in the required course sequence

For more information, please contact any member of the social psychology program's core faculty: William P. Smith (william.p.smith@vanderbilt.edu)

Bruce Barry (bruce.barry@owen.vanderbilt.edu)

Ray Friedman (ray.friedman@owen.vanderbilt.edu)

Douglas Perkins (douglas.d.perkins@vanderbilt.edu)

Craig Smith (craig.a.smith@vanderbilt.edu)

Kenneth Wallston (ken.wallston@vanderbilt.edu)

Electives

- Electives can be any graduate course from any Vanderbilt department in a related area and may include but are not limited to the sample of elective courses below:
- Community Development Track
 - HOD 3640 Global Dimensions of Com. Dev
 - HOD 3960 Ethnography
 - HOD 3960 (Special Topics in CRA)
 - HOD 3930 (Readings & Research in CRA)
 - SOC242 The Urban Community
 - SOC255 Racial and Ethnic Minorities
 - SOC270 Human Ecology & Society
 - SOC368 Sp Tpc: Soc Processes & Soc Change
 - DIV3059 Sem: Psychology & Theology
 - DIV3064 Practical Theology
 - DIV3800 Community Rel. Beliefs & Practices
 - ECON277 Econ Development & Envir.
 - ECON279 Urban Economics
 - ECON355 Sem: Research Econ Develop.
 - EDUC3921/3922 Ethn. & Qual. Research
 - LPO3385 Intl. Orgs. & Econ. Develop.
 - PSCI302 Democratic Theory
 - PSCI317 Political Dev. & Democratiz.
- Evaluation Methods Track
 - HOD 3960 (Special Topics in CRA)
 - HOD 3930 (Readings & Research in CRA)
 - HOD 3960 Ethnography
 - SPED ##### Observational methods
 - SOC312, PSY312, HRSP371B Multivariate Statistics
 - EDUC3921/3922 Ethn. & Qual. Research
 - PSY304 Field Research Methods
 - PSY346 Measurement

- PSY319 Quasi-Experimental Design
- PSY319 Meta-Analyses
- PSY319 Survey Research
- LPO 3460: Modeling Context Effects in Educational Organizations (or other multilevel analysis course)

IV. Master of Science Degree Requirements

Coursework Requirements

Students have the option of completing the requirements for formal M.S. degree in route to completing the Ph.D. degree. A minimum of 24 semester hours of formal course work is required for the master's degree. "Formal course work" is understood to be approved courses taken for credit other than thesis and dissertation research courses and does not include Readings and Research or Practicum courses.

All requirements for the master's degree must be completed within a six-year period calculated from the end of the student's first semester of enrollment in the Graduate School. International students should contact the Office of International Services concerning time limitations for completion of master's degrees.

Master's Thesis

The thesis is in addition to the 24 hours of course work required for the M.S. degree, and must give evidence of original investigation in the major subject.

The candidate shall submit two copies of the thesis to the Graduate School no later than the fourteenth day before the end of the term in which the degree is to be received except for the spring term; a candidate who expects to graduate in May must submit the thesis to the Graduate School not later than April 1.

The title page of the thesis must bear the signatures of at least two CRA core faculty members. Each copy must bear original signatures; duplicated signatures are not permitted. A \$36 fee is required for the binding of two copies of the thesis (\$18 per copy). Detailed instructions as to the form in which the thesis is to be submitted may be secured at the office of the Graduate School.

The candidate shall furnish a thesis abstract of not more than two hundred fifty words.

Also see http://www.vanderbilt.edu/gradschool/current_students/index.php#theses for more information on Graduate School guidelines.

Transfer of Credit

On recommendation of the student's program and approval of the Dean of the Graduate School, credit for up to 6 semester hours toward the master's degree may be transferred from graduate schools in accredited institutions, or other Schools of the University. For the Ph.D. degree, a student may transfer up to 18 hours of credit, as long as it fits the program's coursework requirements and is approved by the students' program of studies committee.

See *Transfer of Credit form* ([Forms](#))

V. Ph.D. Degree Requirements

Coursework Requirements

A minimum of 72 hours of post-baccalaureate credit, 24 semester hours of which must be completed in formal course work (excluding dissertation credit) listed in the Vanderbilt Graduate School Catalogue. Students are encouraged to take more hours. They can take as many classes as they need or find useful for their degree without having to worry about restrictions on funding. The additional classes, however, should not exceed the 72-hour rule by a substantial margin. Doctoral students must register for 0 hours or minimum with the Graduate School. If the required 72 hours have been met, but the student has not yet reached candidacy status, they must register for zero hours under HOD 3790 (Non-Candidate Research). After reaching candidacy, they would sign for zero hours of dissertation hours under HOD 3990.


A total of 33 semester hours in **required courses** is necessary for the CRA Program. The remaining 39 hours include the field experience, dissertation research, and electives that are selected by the students and their Advisor.

In addition, each student is required to pass all required core and methods courses, complete a fundable-quality grant proposal **by the end of the 6th semester**, and complete a doctoral dissertation. See [section V.G.](#) for more information on the *Grant Proposal requirement*.

Completion of Master's Thesis or Empirical Paper

- Students entering the program without a master's degree are required to complete a Master's Thesis or empirical paper. See [section IV.B.](#) for more information on the *thesis requirement*.
- Students entering with a Master's Degree who have completed a relevant Master's Thesis may petition for exemption from this requirement. The student's

thesis Advisor and the program director will approve the thesis based on quality and relevance.

- Students entering with a Master's Degree but without a Master's Thesis are required to complete an empirical research paper.
- The Master's Thesis or Empirical Paper proposal is to be submitted to the thesis committee **by the end of the third semester**.
- Both the Master's Thesis and Empirical Paper are expected to utilize quantitative and/or qualitative empirical research methods, and should follow the "[Thesis and Dissertation Guidelines](#) ()" in the Graduate School catalogue.
- The final Master's Thesis or Empirical Paper is to be completed **by the end of the student's fifth semester**.
- The candidate shall submit two copies of the thesis to the Graduate School. The title page of the thesis must bear the signatures of at least two graduate faculty members in the CRA program. Each copy must bear original signatures; duplicated signatures are not permitted. A \$36 fee is required for the binding of two copies of the thesis (\$18 per copy). Detailed instructions as to the form in which the thesis is to be submitted may be secured at the office of the Dean and are available at:
http://www.vanderbilt.edu/gradschool/current_students/pdf/ThesisGuide.pdf

Annual Review of Progress

- During the 2002-2003 academic year, Peabody College made a studied decision to focus all doctoral training programs on the preparation of Ph.D. students for faculty positions in Research I universities or organizations that are the clear equivalent. That is, our students may well move on to major research and policy institutions, or state, national or international agencies in which their research and scholarship will be applied.
- We have explicitly adopted a Mentor/Mentee model for Ph.D. preparation. Given this, your time at Vanderbilt will include, in addition to formal courses, socialization into the culture of scholarly work in community psychology and community development. The faculty will invest heavily in your scholarly development as you prepare yourself for your career, and, we will measure our success, in part, by your growth.
- In preparation for this annual review, students are expected each year to submit an annual report (*see [Forms](#)*) to their Major Advisor **by April 1st**. This is seen as a means of gauging yours and our progress in this relationship.

The annual report form includes questions and statements that should help you as you are reporting your work. This report and the data included can be used as the basis for your

developing Curriculum Vita. You will be asked to update your Curriculum Vita (CV: *see [Forms](#) for a sample format*) in mid-September for Faculty to submit with their annual reports. Also, students are required to submit C.V.'s to this link: <https://pbdapps.vanderbilt.edu/BRAVEHEART/output/login.asp> by mid-April in order for the Dean's Office to process assistantships for the academic year. Students would use their vnetid and the temporary password PHD to access and complete the profile.

- The Review of Progress findings are to be documented and signed by both the student and the Major Advisor. This documentation is to be retained by both the student and the HOD Departmental Graduate Secretary. Students should send their documentation C.V., Annual Review Form, and POS to Sherrie Lane at sherrie.lane@vanderbilt.edu, as well as to their advisor.
- It is the student's responsibility to initiate any paperwork necessary as a result of the review, e.g. completion of a Change in Program of Studies form (*see [Forms](#)*).

Field Experience

- Students are expected to secure a placement for gaining relevant applied community research experience.
- The student will work with their major Advisor and Program of Studies committee to tailor the timing, placement, and exact nature of the work in order to meet the needs of the student. Students are expected to initiate conversations about their field experience with their Major Advisor before the **end of their first semester**. The student and his or her Program of Studies committee will develop a learning contract for the Field Experience that will guide the process. (*See [Forms](#) for a sample [Field Experience Learning Contract](#)*)
- The field experience is intended to be flexible so as to best fit with the student's particular experience, goals, and aspirations and will amount to a full-time semester or 600 contact hours, but may be spread over several semesters. Again, in the interest of flexibility, the practicum may involve a series of brief or part-time experiences or a more intensive internship.
- In certain cases, partial credit towards the 600 hours may be given to students with substantial field experience. The final decision is to be made by student in conjunction with POS committee.
- The student's Major Advisor serves as the field experience supervisor.
- The Field Experience may be accomplished at any time, but usually students will complete it well in advance of dissertation submission, typically 6 months before its completion.

- Upon completion of the Field Experience, the student shall submit to the Major Advisor, who acts as field placement supervisor, a report detailing how the student met the requirements stipulated in the learning contract.

Qualifying Exam

- The purpose of the qualifying examination is to test the student's knowledge of the field of specialization, to assess familiarity with the published research in the field, and to determine whether the student possesses those critical and analytic skills needed for a scholarly career.
- The qualifying exam for the CRA program is usually in the form of a Major Area Paper (MAP) that consists of a literature review for the dissertation in publishable form. The student's dissertation committee will assess and grade the MAP.
- The student shall collaborate with the Thesis Advisor on the content and scope of the literature review. Once the Advisor and student feel satisfied with the scope and content of the literature review, a copy of the paper shall be submitted to the rest of the dissertation committee for reading prior to an oral presentation of the document.
- Once the document is ready for oral presentation, and copies have been distributed to all members of the dissertation committee, the student shall contact the Graduate School to set up a time for the oral presentation of the MAP. Contact with Graduate School shall be made through the graduate secretary of HOD. In consultation with all members of the dissertation committee, our graduate secretary will schedule a time for the oral presentation.
- **It is recommended, although not compulsory, to have two separate sessions for the presentation and defense of (a) the MAP, and (b) the dissertation proposal. The dissertation proposal usually builds on the literature review and therefore the program recommends that the MAP be reviewed first. We recommend that students have a chance to incorporate feedback from the committee on the MAP before they present the dissertation proposal. We understand, however, that at times it may be more appropriate to have one session in which both the MAP and the dissertation proposal are discussed together.**
- **In preparation for the oral presentation of either the MAP or the dissertation proposal, the student shall obtain the required forms from the graduate secretary. One form is called qualifying examination, and the second is called dissertation proposal.**
- **Upon completion of the student's oral presentation of the MAP the dissertation committee shall make one decision: to pass or fail the MAP or qualifying exam.**

- **Upon completion of the oral presentation of the dissertation proposal, the dissertation committee shall make one decision: to pass or fail the dissertation proposal. The dissertation committee may pass the proposal but recommend revisions to it.**
- **Upon completion of the oral presentation (MAP or dissertation proposal, or both combined in one session, as the case might be), the Dissertation Advisor requests from the student to leave the room while the committee deliberates on the qualifying exam (MAP) and/or the dissertation proposal. Once decisions are made, the Dissertation Advisor shares the decisions with the student and all members proceed to sign the appropriate forms. If revisions are requested from the student, the Dissertation Advisor shall be assigned the responsibility of overseeing changes and it is her or his prerogative to consult with members of the committee if the changes have been satisfactorily made. The committee may request that changes to the dissertation proposal be made by a certain date.**
- The MAP is usually completed during the fourth year in the program and **must be completed before the end of the eighth semester of Ph. D. study.**
- If a more traditional format is preferred for the qualifying examination (sit down or take home exam) it may be administered at any time during the school year and shall be completed within a period of four weeks. Before the MAP can be delivered or qualifying examination scheduled, the student must have completed at least 36 hours of graduate work (to include all course work required for the degree).
- A student is allowed only two opportunities to pass the qualifying examination. Results of the qualifying examination shall be forwarded to the Dean of the Graduate School immediately after the examination.
- When the student has passed the qualifying examination, the Ph.D. committee shall recommend to the Dean that the student be admitted to candidacy for the degree.

Admission to Candidacy

To be admitted to candidacy the student must pass the qualifying examination. The examination will be administered by the student's Ph.D. committee, which will supervise subsequent work toward the degree.

Upon completion of these requirements the Ph.D. committee will recommend to the Dean that the student be admitted to candidacy.

Grant Proposal

- A fundable-quality grant proposal that will generally be focused on the dissertation topic and may be (but is not required to be) submitted to one or more funding agencies to support the dissertation research.
- This will usually coincide with the Grant Proposal Preparation class (HOD 3960), and should be completed **by the end of the 6th semester** of study in the program.
- **In addition, each student is required to pass all required core and methods courses, complete a fundable-quality grant proposal, and complete a doctoral dissertation.**
- The grant proposal will generally be focused on the dissertation topic and may be (but is not required to be) submitted to one or more funding agencies to support the dissertation research. The grant proposal may be completed in a variety of forms: as part of a course, in conjunction with the Major Advisor or another faculty member engaged in grant writing, or independently as part of the student's search for funding for doctoral or independent studies. It is up to the Major Advisor, in consultation with the POS committee, to determine whether the student has satisfied this requirement. It is also up to the Major Advisor to seek opportunities to involve advisees in grant writing. This requirement shall be reviewed annually at the time the POS committee meets to assess progress and plan next steps in the professional development of the student.

Dissertation

- A candidate for the Ph.D. degree must present an acceptable dissertation within the major field of study. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation. The student's faculty Advisor and Ph.D. committee must approve the dissertation proposal. Usually, the dissertation proposal shall take place in conjunction with the qualifying exam. However, if the student and Major Advisor choose to schedule a separate time to discuss with the committee the dissertation proposal, the following procedure shall take place
- Dissertation Proposal
 - After candidacy has been gained via the qualifying exam, the student is eligible to submit the dissertation proposal.
 - Once the student has conferred with each committee member, the written proposal should be submitted to his or her committee. The student should

schedule a meeting of their full committee to discuss and approve the dissertation proposal. The student must notify the Graduate Secretary of the time and date of the Proposal meeting. After approval, one copy of the dissertation proposal is submitted to the Departmental Office along with a signed copy of the form called “dissertation proposal.” Upon final approval of the proposal, the student is ready to proceed with the dissertation.

As noted above, if revisions are required, the Major Advisor is in charge of overseeing the changes. He or she may consult with members of the dissertation committee to determine if the changes to the proposal have been satisfactorily made.

- [Dissertation Enhancement Grant](#)
 - A dissertation enhancement grant is offered through the Graduate School. These grants are intended to enhance already outstanding dissertation projects by permitting the addition of a new dimension, additional breadth, or other worthwhile extensions.
 - See http://www.vanderbilt.edu/gradschool/form_locator/ for application guidelines.
- [Institutional Review Board](#)
 - If human participants are used in the research, a proposal must be submitted to the Committee for the Protection of Human Subjects - Behavioral Sciences (CPHS-B/S) for approval before proceeding with the dissertation research.
 - IRB forms and detailed guidelines can be obtained from their Web site located at the following address: <http://www.mc.vanderbilt.edu/irb>.
- Technical Editor
 - The Graduate School has a technical editor to read and review all dissertations for conformity to the appropriate style (APA style). The technical editor should meet with the student several times during preparation of the dissertation prior to completion.
- Final Draft of Dissertation
 - The candidate submits two or more copies of the completed dissertation to the Ph.D. committee at least one month prior to the dissertation defense. The committee reviews the dissertation and conducts the final examination.

- Two copies of the approved dissertation, bearing original signatures of not less than a majority of the Ph.D. committee, accompanied by two copies of an abstract of not more than three hundred fifty words and signed by the student's Advisor, must be registered in the Dean's office no later than two weeks before the end of the term in which the student expects to receive the degree except for the spring term; a candidate who expects to graduate in May must submit the dissertation to the Graduate School not later than April 1. Students interested in electronic submission of the dissertation should consult with the Graduate School for guidelines
- The graduate is expected to publish the dissertation. The required method of publication is microfilming, and the Graduate School on the graduate's behalf handles this service. To ensure copyright protection, the dissertation should contain a copyright notice. After microfilming, both copies of the dissertation are bound and presented to the Jean and Alexander Heard Library.
- The abstract is published in Dissertation Abstracts, which publicizes the completion of the dissertation and announces its availability on microfilm.
- Microfilming does not preclude publication by other methods, but the student should know that microfilming is tantamount to publication and that a microfilmed dissertation, if not copyrighted, is in the public domain and may not subsequently be copyrighted in its original form. All microfilming, binding, and copyright fees must be paid at the time the dissertation is deposited with the Graduate School.
- Final Defense of Dissertation
 - At least fourteen days before the end of the term in which the degree is to be conferred or by April 1 for May graduation, the candidate takes a final examination administered by the Ph.D. committee. The examination is on the dissertation and significant related material; the student is expected to demonstrate an understanding of the larger context in which the dissertation lies. The University community is invited to attend the final examination, which is announced in advance in the weekly Vanderbilt Register.
 - The requirement for the final examination can be waived only on the written approval of the department, the Ph.D. committee, and the Dean.
 - The chair of the Ph.D. committee, after consultation with the candidate, shall notify the office of the Graduate School in advance of the place and time of the examination and the title of the dissertation. This should be done no later than two weeks prior to the examination. The Dean then formally notifies the Ph.D. committee and appoints such additional committee members as are desired. The final examination is announced

beforehand in the Vanderbilt Register. The result of the examination should be reported immediately afterward to the director of graduate studies for the program, who will forward it to the Graduate School.

- Time Limits
 - The dissertation must be completed within four years after a student has been admitted to candidacy for the degree. Upon petition to the Dean of the Graduate School, a one-year extension of candidacy may be granted. If such a period has expired without successful completion of the dissertation, the student will be removed from the rolls of the Graduate School. Re-admission to the Graduate School, and to candidacy, requires application to the Dean of the Graduate School, with approval of the program faculty. In such cases the student may be required, by the Dean or by the Ph.D. committee, to demonstrate competence for readmission by taking a qualifying examination or additional course work.
- See http://www.vanderbilt.edu/gradschool/current_students/index.php#theses for Graduate School guidelines for the preparation of the dissertation.

VI. Transferring Course Credit

- Students wishing to transfer graduate credits from other institutions are advised of the following criteria:
 - Transfer credit must carry a grade of A, B, or P and is required to be earned at the graduate level only. Grades of P, S, etc. are to be documented as equivalent to a graduate level A or B.
 - Transfer credits are required to fit into the student's Program of Studies and to be judged equivalent to the Peabody/Vanderbilt course.
 - Transfer elective credits are also expected to be equivalent.
 - In very special cases up to 48 credit hours may be transferred provided all requirements listed here and in the "Transfer of Credit" section of the [Graduate School Catalog](#) are met.
- Procedure for obtaining transfer credit:
 - The student's Major Advisor and POS committee is required to approve the transfer hours.
 - The student is required to complete a [Transfer of Credit form](#) and turn it into the HOD department secretary. (See [Forms](#))

- Once a student has been accepted in the CRA Program, they may not take courses at other universities for transfer credit, unless a course that is deemed necessary for the student's professional development is not offered at Vanderbilt University in the time frame applicable to the student's Program of Studies.
- If this is the case, this course is shall be approved in advance by the student's Major Advisor, CRA Program Director, HOD Department Chair, and the Dean of the Graduate School.

VII. Graduation

General Requirements

Obtain the Intent to Graduate Form from The Graduate School at http://www.vanderbilt.edu/gradschool/form_locator/ prior to or at the beginning of the semester you plan to graduate. Observe the published deadline date. No later than two weeks before graduation, check with the business office and library to determine if there are any outstanding fees or bills.

Students are expected to take all courses on the Program of Studies. Any course(s) listed that was/were not taken must be removed or substituted by submitting a Change of Program form.

Changes made to the Program of Studies must comply with the requirements in effect at the time the program was filed or newly established requirements. Failure to file changes on the Program of Studies may delay graduation.

Diplomas

Diplomas will be awarded during the commencement ceremonies. Degree designation for our doctoral students will be "Ph.D. in Community Research and Action."

Diplomas of August and December graduates will be mailed to the permanent address indicated on the Intent to Graduate form.

VIII. Financial Support

Assistantships

The CRA program offers full support (stipend and 18 hours tuition) for either 4 (if entering with a master's degree) or 5 years in the program in the form of Teaching or Research assistantships

The department Chair monitors assistantship placements to assure an adequate balance of teaching and research depending on student interests and needs.

Conference Travel Support

- There are several sources for support with relevant conference travel:
- Graduate School Travel Grant To Present Research
 - The Graduate School offers to support students' efforts to present their research at major regional, national, or international conferences and offers up to \$500.00 for domestic travel and \$1000.00 for international travel.
 - Application forms are available at http://www.vanderbilt.edu/gradschool/form_locator/
 - The CRA department Director of Graduate Studies (DGS) needs to approve the request and send it to the Graduate School at least two weeks before your travel.
 - Students must be the sole presenter to receive the award. (*Note: some students have had success in obtaining funding if they are listed as the FIRST author on a paper presentation*).
 - Grants awarded to students are limited to one per year for domestic travel and two per year for international travel.
- Peabody College – Office of the Dean
 - Will finance (a) airfare (b) registration and (c) \$50/day for food & other expenses
 - Graduate student need not be presenting or participating in the program; this is for attending, networking, listening, learning.
 - One time eligibility per year per student.
 - Travel application available from HOD department secretary.
- HOD Department
 - The HOD department maintains limited funding for the support of student conference travel.
 - Students may pick up an application for funding from the HOD department secretary.

- Graduate Student Council
 - The Graduate Student Council occasionally makes funds available to support student conference travel.
 - See the current GSC CRA student representative for information on available funds or check <http://studentorgs.vanderbilt.edu/gsc/>.

IX. Leadership, Service, and Other Opportunities

Students are encouraged to become active and accept leadership roles in their community of scholars and in the community at large (the Vanderbilt University campus as well as all of the communities in the greater Nashville area). A partial list of campus organizations is below. Students are encouraged to speak with their Major Advisor, other faculty, and fellow students about additional organizations in which they can become involved both on and off campus.

Community Programs Student Council (CPSC)

This group is open to all CDA and CRA students and aims to work closely with the CDA and CRA faculty and staff to build our internal community and to contribute to the development of the two programs. The CPSC meets regularly and participants rotate leadership roles.

Additionally, this group seeks to provide support to students as they travel through the ups and downs of graduate study, and advocate for structures and policies that contribute to student well-being.

Students in the CRA program will also have opportunities to serve in roles to participate in CRA faculty meetings, CRA admissions committee, HOD executive committee and other program and department committees.

Graduate Student Council

- The Graduate Student Council (GSC) facilitates communication between the graduate students of all Vanderbilt University academic departments and the community.
- The GSC also acts as a forum and a clearinghouse for issues, discussions, and complaints
- The CRA program usually selects one student quarterly to represent the program at the monthly meetings
- On the web: <http://studentorgs.vanderbilt.edu/gsc/>

CRA Program Admissions Committee

- Students are actively involved in the recruitment and admissions process for new potential CRA students.
- Students can volunteer to sit on the admissions committee with faculty and assist with the annual recruitment weekend held in the Spring.

HOD Department Executive Committee

- One CRA student each semester will represent the students at the monthly meetings of the department Executive Committee.
- This representative is usually selected by the Community Programs Student Council and may be a shared role.

Organization of Black Graduate and Professional Students

- The purpose of the Organization of Black Graduate and Professional Students of Vanderbilt University, Nashville, Tennessee, is to serve as a center for academic support, which will avail its members to various financial information and provide cultural, literary, political, and social activity for its membership.
- The OBGAPS will strive to increase the awareness and knowledge of the University to the problems, concerns, and needs of Black students. It will work to remove the vintages of discrimination toward students of color in order to fulfill a philosophy of a diversified student body. The organization will work with administration to recruit Black graduate and professional students and Black faculty. In order to achieve these purposes OBGAPS agrees to work in conjunction with various student organizations
- On the web at: <http://studentorgs.vanderbilt.edu/obgaps/>

Peabody Graduate Student Association

The Peabody Dean's Office looks for a representative from CRA every year to serve on the Peabody Graduate Student Association. The Program Director sends in a nomination from our group of CRA students. CRA student reps are asked to coordinate a nomination. When a decision has been made, the name is given to the program director, who then submits the name to the Peabody Dean's Office.

Future Faculty Preparation Program

The Center for Teaching has two separate programs: The F2P2 program, and the Teaching Certificate program. The F2P2 program is designed to help graduate and professional students and post-docs interested in careers in academia recognize, organize, and address their professional development needs. The Teaching Certificate focuses exclusively on teaching and learning in the college setting and not on professional development.

- Visit the Center for Teaching's two programs on the web at:

F2P2: http://www.vanderbilt.edu/cft/programs/graduate_student/f2p2.htm

Teaching Certificate:

http://www.vanderbilt.edu/cft/programs/graduate_student/tc.htm

X. Professional Affiliations

Students are encouraged to join and become active members of professional associations. Students are expected to speak with their Major Advisor about which organizations are most appropriate for the student's professional development goals. The benefits to students who attend conferences are limitless and include hearing about cutting edge research, developing relationships with fellow students and potential future colleagues from around the world, and gaining exposure to faculty members from other colleges and universities. Below is a partial list of professional organizations with which CRA students can consider affiliating. Students are encouraged to visit associations, Websites and to speak with fellow students and faculty members about attending conferences and becoming members of organizations.

Society for Community Research and Action (SCRA)

The Society for Community Research and Action (SCRA), Division 27 of the American Psychological Association, serves many different disciplines that focus on community research and action.

SCRA is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals

On the web: <http://www.apa.org/divisions/div27/>

Community Development Society (CDS)

- The Community Development Society is a professional association where research and practice join to build community.
- CDS is a professional association for community development practitioners and citizen leaders around the world. CDS members represent a variety of fields: education, health care, social services, government, utilities, economic development practitioners, citizen groups, and more.
- On the web: <http://www.comm-dev.org/>

Psychologists for Social Responsibility (PsySR)

- PsySR uses psychological knowledge and skills to promote peace with social justice at the community, national and international levels.
- Through Action Committees and Steering Committee PsySR works to:
 - Apply the growing body of knowledge about conflict resolution and violence prevention.
 - Facilitate positive changes for victims and survivors of personal, community, and civil violence.
 - Advocate for basic human needs - including actions that decrease poverty, ensure ethnic and gender equality, increase work opportunity, promote healthy and sustainable environments, and achieve a wiser balance between human needs and military budgets.
 - Ensure that relevant information from psychology is used in local, national, and international public policy.
- On the web: <http://www.psysr.org/>

Urban Affairs Association (UAA)

The Urban Affairs Association is the international professional organization for urban scholars, researchers, and public service providers.

UAA exists to

Encourage the dissemination of information about urbanism and urbanization

Support the development of university education, research, and service programs in urban affairs

Provide leadership in fostering urban affairs as a professional and academic field.

On the web: <http://www.udel.edu/uaa/>

Radical Psychology Network (RadPsyNet)

- The Radical Psychology Network seeks like-minded psychologists and others to help create a society better able to meet human needs and bring about social justice.
- RadPsyNet wants to change society's unacceptable status quo and bring about a better world.
- RadPsyNet wants to change the status quo of psychology, too. They challenge psychology's traditional focus on minor reform, because enhancing human welfare demands fundamental social change instead.
- On the web: <http://www.radpsynet.org/>

American Evaluation Association

- <http://www.eval.org/>

The Society for Applied Anthropology

- www.sfaa.net/

The Society for Applied Anthropology

- <http://www.sfaa.net/>

Section on Community and Urban Sociology | American Sociological ...

- <http://www.asanet.org/>

Other

Journal for Social Action in Counseling and Psychology

- www.psysr.org/jsacp/

Students are encouraged to submit their work to The Journal for Social Action in Counseling and Psychology (JSACP). Some in the program are involved in helping the journal. The journal accepts manuscripts in English and Spanish that promote reflection on community change and system transformation in which counselors and psychologists play a role. Appropriate manuscripts may include social action research, theory, as well as examples of practice. JSACP is an official publication of Psychologists for Social

Responsibility (PsySR) and Counselors for Social Justice (CSJ) and is published with the support of the Doctoral Program in Community Research and Action at Vanderbilt University. This electronic journal upholds highest academic and professional standards and will be published twice a year electronically (pdf) with articles in either English or Spanish, with an extended abstract in the other language. The deadline for the first issue was June 1, 2006. Manuscripts will be reviewed through a masked, peer review process. For editorial policy and other information, visit the above web site.

XI. Leave of Absence

- The Graduate School requires continuous registration except for summer sessions. Students who want to interrupt their graduate study must apply to the Department (the academic advisor and the Chair). The Dean of the Graduate School will receive the request from the department for the authorized leave of absence. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the Graduate School and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement.
- Candidates who have passed the qualifying examinations or completed 72 or more hours of credit toward the Doctor of Philosophy degree are not usually granted leave of absence, except in special circumstances (e.g., maternity or medical leave).

XII. Appendices

Appendix I. CRA Faculty, Affiliated Faculty, and Staff

- Core Faculty

Sandra Barnes: Inequality, sociology of religion, urban sociology, research methods, and applied statistics

Kimberly Bess: Community health, role of CBO's as mediators of community change, non-profit organizational learning, adaptation & transformation, orders of change theory, sense of community theory, prevention, multi-level/systemic interventions, public health literacy

Leonard Bickman: Center for Evaluation and Program Improvement, Psychology and Human Development: evaluation research

Tony Brown: Sociology: demography, quantitative methods

- Vera Chatman:** Community & public health; cultural diversity
- Joseph Cunningham:** Special education, school programs, sociology, ethnography
- Paul Dokecki:** Ethics in research & organizations, spirituality & community psychology
- Jim Fraser:** Urban environment, public policy; social inequality and poverty; human-environment studies; organizational culture and behavior; research methods
- Craig Anne Heflinger:** Mental health services research on children, adolescents, & families
- Carolyn Hughes:** Special Education: transition from school to adult life for high poverty youth, self-determination and self-directed learning for at-risk youth and youth with disabilities, and models of support
- Mark Lipsey:** Public policy, program evaluation research, social intervention, field research methodology, and research synthesis (meta-analysis); risk and intervention for juvenile delinquency and substance use; early childhood education; issues of methodological quality in program evaluation research.
- Velma Murry:** Preventive intervention research associated with understanding how family, school, and community contextual processes promote health and positive development in rural youth and families
- Torin Monahan:** Surveillance and security; political economy; urban studies; social and cultural theory
- Maury Nation:** Community and school counseling, clinical-community psychology, bullying, neighborhood influences on mental health
- J.R. Newbrough, Emeritus:** History of community psychology, community theory, sense of community, social integration
- Douglas Perkins:** Community participation, empowerment & development; environmental criminology; urban policy
- Susan Saegert:** Community development, organizing, social capital; environment and women, stress, health
- Sharon Shields:** Community outreach, community change agent strategies and skills, service-learning, indigenous communities; health service

Beth Shinn: Homelessness; public policy, assessing and changing social settings

Paul Speer: Community organizing; substance abuse prevention; empowerment

William Turner: Development, implementation and evaluation of evidence-based, family focused prevention and intervention programs in community settings using community-based participatory methods; the development of culturally sensitive and appropriate family therapy intervention strategies in clinical and community settings; and the translation of clinical and basic research to health policy related to finding solutions to mental and physical health disparities in America's poor and minority families in both rural and urban settings.

Ken Wallston: Professor of Psychology in Nursing: health psychology, behavioral medicine, adaptation to chronic illness, and emotional expression and health

- Affiliated Faculty

Kathy Anderson, Economics: labor and economic development

Bruce Barry, Owen Graduate School of Management: workplace power and conflict, interpersonal behavior, management of social issues, business ethics, workplace rights, and social impact of technology

Monica Casper, Director of Women's and Gender Studies, Sociology, Women's Studies: women's health, feminist studies of science, technology, and medicine, gender, bodies, and sexuality, environmental health and justice, public health aspects of security and war, reproductive technologies, and bioethics

Daniel Cornfield: Sociology, labor movements, immigrant communities

James Foster: Economics, international economic development

Gina Frieden, Human and Organizational Development: adult development, life transitions and counselor training

Brian Griffith, Human and Organizational Development: human development counseling, character development

Stephen Heyneman, Leadership, Policy and Organizations: community economic development, social capital, and education

Richard Lloyd, Sociology: urban sociology, sociology of culture, social change, new media technology, and social theory

William Partridge: applied anthropology, international community development (Latin America, South and East Asia), ethnography, community displacement and resettlement

Enrique Saforcada, Human and Organizational Development: sanitary psychology and public health

Melissa Snarr, Graduate Department of Religion: intersection of religion, social change and social/political ethics

Lynn Walker, Pediatrics, Psychology and Human Development: children's coping with pain and disability

- Secondary Faculty

Leonard Bickman, Center for Evaluation and Program Improvement, Psychology and Human Development: evaluation research

Carolyn Hughes, Special Education: transition from school to adult life for high poverty youth, self-determination and self-directed learning for at-risk youth and youth with disabilities, and models of support

Ken Wallston, Professor of Psychology in Nursing: health psychology, behavioral medicine, adaptation to chronic illness, and emotional expression and health

- HOD Staff

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Appendix II. Important Dates to Remember

A few reminders are listed below; however, it is the student's responsibility to read the entire handbook and consult with their Advisors to ensure that all deadlines are met. Caution: Do not rely solely on this list. (This checklist is also available as a download in [Forms](#))

By the end of your first semester:

- Identify your Major Advisor
- Form your Program of Study Committee
- Discuss field experience with Major Advisor

By March 15 of your first year:

- POS committee formed

By April 1st of EACH YEAR

- Send updated CV to Advisor

By the end of your second semester

- POS approved and filed
- Form your Thesis/empirical paper committee

By the end of your 3rd semester

- Deliver the Thesis/Empirical paper proposal

By the start of your 5th semester

- Form your Dissertation committee (if entering with a relevant Masters Degree)

By the end of your 5th semester

- Deliver the Thesis/Empirical paper final draft

By the end of your 6th semester

- Deliver completed Grant Proposal

By the start of your 7th semester

- Form your Dissertation committee

By the end of your 8th semester

- Complete the Qualifying Exam (MAP)

6 months prior to completion of dissertation

Complete Field experience

Before the end of four years after admission to candidacy

Deliver the Dissertation and defend

Appendix III University Services

- African American Activities and Programs: Bishop Joseph Johnson Black Cultural Center, Residence 4, 322-2524.
- Bookstore: University Bookstore, Rand Hall, 322-2994, 8 a.m.-4:30 p.m., M-F, 11 a.m. 4:30 p.m., Sat; Medical Bookstore, 303 Light Hall, 322-3348, 8:00 a.m.-4:30 p.m., M-F.
- Campus Copy: Rand Hall between Bookstore and Commodore Room, 322-6849.
- Campus Maps: Displayed at locations across campus and provided by Traffic and Parking with purchase of a parking sticker, Wesley Place Garage, 2043 Scarritt Place, 322-2554.
- Career Planning: Career Center, 110 Alumni Hall, 322-2750.
- Child Care: Child Care Center, Stallworth Building, Peabody Campus, 322-8076.
- Complaints and Grievances about Sexual Harassment or Unlawful Discrimination: Opportunity Development Center, Baker Building Suites 108 and 808, 110 21st Avenue South, 322-4705.
- Computer Services: Academic Computing and Information Services (ACIS), 143 Hill Student Center, 322-2951; hard wire and dial-in access to the Internet and support of e-mail, Netscape, and other Internet tools; Help Desks, 141 Hill Student Center and 1218 Stevenson, 343-1631, userserv@ctrvax.vanderbilt.edu. Microcomputer Laboratories (College of Arts and Science but open to students throughout the university), 119 Garland Hall, William Longwell, director, 322-6950; also located in 1010 Branscomb Quadrangle, 343-6581. Microcomputer facilities on Peabody campus, Payne 106, 322 4014; Hobbs 417, 322-8070. Check on computer facilities available in your department and school.
- Counseling Services: Psychological and Counseling Center, Baker Building, Suite 1120, 110 21st Ave. South, 936-0371.
- Dining Services: Rand and Commodore dining rooms in Rand Hall; Divinity School Dining Room; McTyeire International House Dining Room; Overcup Oak, 6th floor, Sarratt Student Center; Towers Food Court, Carmichael Towers West; Canopy at Branscomb Quad, Morgan Houser, The Commons, 322-2999.

- Disabled Students: Opportunity Development Center, Baker Building Suites 108 and 808, 110 21st Avenue South, 322-4705 (V/TDD).
- Emergencies: Dial 1-1911. Department of Security, 2800 Vanderbilt Place, 322-2745. Or simply lift the receiver of any Blue-Light Emergency Telephone across campus.
- English for Internationals: 1208 18th Avenue South, 322-2277
- Escort Service: Department of Security, 2800 Vanderbilt Place; available during hours of darkness; available throughout the day for students with a physical disability; dispatcher, 421-8888.
- External Fellowships for Graduate Study and Research: Graduate School, 411 Kirkland Hall, 322-3939.
- Graduate Student Council: Box 7092 Station B.
- Housing and Residential Education: 4112 Branscomb Quadrangle, 322-2591.
- International Students: International Student Services, Zerfoss Building, Medical Center North, 4th Floor, 322-2753.
- Library Tours and Instruction in Use of ACORN: Becky Ray, Bibliographic Instruction Coordinator, Central and Science Libraries, 343-0606; Eskind Biomedical Library, Sandra Martin, Information and Education Services, 936-1411.
- Loans for U.S. Citizens and Permanent Residents: Office of Financial Aid, 2309 West End, 322-3591.
- Loan Deferrals: University Registrar, Baker Building, Suite 110, 322-7701.
- Lost and Found: Department of Security, 2800 Vanderbilt Place, 322-2745.
- Lost Student IDs: Commodore Card Office, 189 Sarratt, 322-CARD.
- Medical Insurance: Payment of premiums and late enrollment, Student Accounts, 100 University Plaza Building, 112 21st Avenue South, 322-6693; questions about student or dependent coverage, changes incurred within the VU Medical Center, and assistance in completing a claim form, Insurance Assistant, Student Health Services, Zerfoss Building, Medical Center North, 322-3414.
- Medical Services: Student Health Service, Zerfoss Building, Medical Center North, 322-2427.

- Notary Public: Sarratt front desk or Check with your departmental secretary.
- Parking Stickers and Maps of Parking Lots: Traffic and Parking, Wesley Place Garage, 2043 Scarritt Place, 322-2554.
- Payment of Bills: Student Accounts, 100 University Plaza Building, 112 21st Avenue South, 322-6693.
- Paychecks: Student's department.
- Recreational Activities and Intramural Schedules: Office of Campus Recreation, Student Recreation Center, 343-6627.
- Religious Affairs: University Chaplain and Affiliated Ministries, 2417 West End Avenue, 322-2457.
- Security Information and Campus Crime Statistics: Department of Security, 2800 Vanderbilt Place, 322-2745.
- Student Center, Sarratt: For movie schedules and ticket information, 322-2425. Hours: 8 a.m.-midnight, M-Tr; 8 a.m.-1 a.m., F; 9 a.m.-1 a.m., Sat; 10 a.m.-midnight, Sun.
- Student Organizations and Events: Campus Student Services, 220 Student Recreation Center, 322-3963.
- Teaching Skills Improvement: Center for Teaching, 116 Calhoun Hall, 322-7290.
- Transcripts (Vanderbilt University): University Registrar, Suite 110, Baker Building, 322-7701.
- Volunteer Activities: Office of Volunteer Activities, 401 24th Avenue South, 343-7878.
- Women's Resources: Margaret Cuninggim Women's Center, Franklin Building, 316 West Side Row, 322-4843.

XIII. Forms – Click here to download these forms online.

Annual report form

*Application for Dissertation
Enhancement Grant*

Change of Advisor

Change of Program of Studies form

Intent to Graduate

Learning Contract

Program of Studies

Registration Data Form

Request for Graduate Credit Form

Request for Independent Study

Request to Appoint Ph.D. Committee

Request to Schedule Qualifying Exam

Request to Schedule Final Defense

Request for Travel Form

Results of Dissertation Proposal

Results of Dissertation Defense

Sample format for the CV

Transfer of Credit of Credit form
