

COMMUNITY RESEARCH AND ACTION

2011-2012 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 catalogs (http://www.vanderbilt.edu/catalogs/peabody_grad/PeaG01.html and <http://www.vanderbilt.edu/catalogs/grad/Grad01.html>). 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 HOD 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.

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

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.

DEPARTMENT AND CRA PROGRAM RATIONALE

We believe in development as the freedom to create and choose among real opportunities for realizing human potential and capabilities. 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, professional, 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 graduate program in Community Research And Action (CRA) in the Department of Human and Organizational Development (HOD) at Peabody College, Vanderbilt University, is an interdisciplinary program combining community psychology, urban sociology, human geography, and community development. It trains action-researchers committed to promoting social justice in rigorous theoretical analysis and research methods to prepare them for careers in academia, research, and public policy. The Ph.D. degree includes (a) a core set of courses covering community psychology, community development, ethics, inequality, diversity & social justice, public and community health, and organizational theory and change; (b) research methodology covering quantitative and qualitative methods, action research, field research, and program evaluation; (c) advanced content areas; and (d) minors that are designed individually, drawing from other departments and specializations within Peabody College (e.g., leadership and organizations, quantitative psychology) and departments and schools throughout the university (e.g., economics, sociology, divinity, nursing). Planning is done with the major professor and approved by the student's committee. Students are expected to take a master's degree as part of their doctoral studies. Students entering with a non-empirical master's degree are expected to complete an empirical study. 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, emphasizing rigorous applied research, and community development, emphasizing empirically grounded practice, with both emphases enriched by other social and behavioral science perspectives. "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 community psychology, the Society for Community Research and Action (<http://www.scra27.org/>).

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 (e.g., 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. We are aware, however, 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 and community psychology. As such, it reflects the move in community psychology 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 community psychology, 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 community psychology programs.

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

Community development activities are initiated by government agencies, nonprofit organizations, resident groups, and public-private partnerships. Academic training in community development 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.)
- 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

Major Advisor

- Upon admission, an initial research advisor is assigned, with student consultation, to work with students for the first semester. As students become familiar with faculty research, **by January of their first year in the program** they should identify a core faculty member who best fits their research interests to serve as their official major advisor. They are also encouraged to find one or more other faculty members who might serve as resources in their emerging research program and perhaps serve on their Program of Studies committee.
- Students wishing to change major advisors at any point in their progress through the program are encouraged to consult first with the new potential advisor. Once a new advisor-advisee relationship is established, the decision to change major advisors should be communicated to the former advisor and to the program office. If a student feels that power differentials or other factors might be interfering with the change of major advisor process, the advice of the program director should be sought. **It should be stressed that the ability to change major advisors to facilitate progress through the program is one of the highest program priorities.**
- See change of Advisor form ([Forms](#))

Program of Studies (POS) Committee

- Students should establish their Program of Studies (POS) 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.
- As with the occasional need to change major advisor as student research interests change, students are encouraged to change POS committee membership as the need arises.
- See [section III](#) of this handbook for more information about the POS.

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 at least one more faculty member who serves as a reader.
- The thesis or empirical paper committee should be formed by the **end of the second semester in residence.**
- The thesis or empirical paper chair or co-chair must be a core faculty member, but the reader(s) may come from outside the core faculty.
- The thesis or empirical paper committee can, but does not have to, draw members from the POS committee. Students may wish to consider the value of forming a different committee for their thesis project.
- See [section V](#), for additional information about the thesis or empirical paper.

Dissertation Committee

- The functions of the Ph.D. dissertation 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 has a minimum of four (4) members: the chair (a core CRA faculty member and usually but not necessarily the major advisor) and at least three other members (the typical committee size has been five), with a minimum of three from CRA core faculty. All members, including those beyond the required four, must be tenured or tenure track with either a Ph.D. or Ed.D. The fifth member and those beyond 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](#)

III. Program of Studies

Filing the Program of Studies (POS)

Students are expected to file an approved Program of Studies (POS) **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 POS must be documented on the POS form (*see [Forms](#)*).

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

After meeting with your POS committee, and once the major advisor approves your program of studies, submit the form to the director of graduate studies for final approval. The original form goes to the HOD graduate secretary, who will forward it to the department chair and to Peabody College after making a copy for your file.

The Graduate School is not concerned with the POS, but must approve transfer of credit hours, if needed, approved by the POS committee, director of graduate studies, and department chair. So, if you are transferring hours into your program, the approved "transfer of credit" form, along with a copy of your prior school transcript showing those courses and degree conferral, should accompany the POS form for approval.

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.

It is important to note that every year by April 1st, you should submit a POS form to your advisor, and meet with your POS committee to discuss any changes or milestone decisions as a part of your annual review of progress.

Changing the POS

Only the student can initiate a change in the POS. This is accomplished by submitting a "Change of Program of Studies" form signed by the student, the student's major advisor, and the director of graduate studies and submitted to the HOD graduate secretary. A copy is kept in the student's file and the original is forwarded to Peabody College.

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

Basic Requirements and Flexibility

- The program requires a total of 72 credit hours of coursework (including up to 18 hours of graduate credits that may be transferred in with the approval of your major advisor, POS committee, and director of graduate studies: see below):
- **Graduate School Catalog are met.**
 1. **Core (41 hours):** Core areas I & II (20 hours), Methods (18 hours), Professional Skills (3-6 hours);
 2. **Projects & Electives (31 hours):** CRA projects (thesis development, thesis, dissertation, field experience: 0-18 hours) and electives (13-31 hours)
- **Core Substantive Courses:** First-year students typically take: CRA Proseminar; Theories of Inequality, Diversity & Social Justice: Race, Class, Sexualities; Community Psychology; and either Thesis Development Seminar or (if you have already completed an approved Masters thesis) a Core II or qualitative or applied methods course. Students must take at least four Core II courses, but are encouraged to take additional Core II courses as electives.
- **Methods Courses:** Entering CRA students are now expected to have passed undergraduate or masters-level statistics or an equivalent web course prior to their first semester in CRA (please seek advice from your research advisor or the CRA program director as soon as possible if you have not taken or not passed a statistics course). First-year students typically take Community Inquiry and Applied Statistics for CRA-I (Introductory) in the Fall and Applied Statistics for CRA-II (Multivariate) in the Spring. Students should take either Introductory Qualitative Methods or Ethnography by their second year. Action Research and Program Evaluation are also highly recommended in the second or third year. There is some flexibility in the choice of your remaining methods courses. Your choice of advanced and applied methods courses will depend on your plans for your major research. You should work closely with your advisor and your POS committee to design a program that best meets your needs.
- **Elective Options/Flexibility:** Elective courses can be any graduate course from any Vanderbilt department that is relevant to the student's POS, as approved by the advisor and POS committee. Students should discuss possible substantive or methodological areas of specialization with their advisor and POS Committee (see Minors, below). Students are encouraged to consider courses in other disciplines that will enhance the student's theory or research training. (Students should NOT use electives or a minor to obtain masters-level professional training. If such training is desired, students can request a leave of absence to pursue a masters degree in another program.) 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 director of graduate studies approves, the student can pursue the

chosen path. If needed, the director of graduate studies can consult other faculty in approving or rejecting a proposal that deviates from the standard prescribed POS for the program. Ideally, the design of an “atypical” POS should try to meet at least minimal expectations (cover the various categories present in the current POS).

Name: _____ Advisor: _____ Date Filed: ___/___/___				
	COURSE #	COURSE TITLE	CR	SEMESTER TAKEN
CORE I (8 cr.)	HOD 3960	Proseminar	2	
	HOD 3960	Theories of Inequality, Diversity & Social Justice: Race, Class, Sexualities	3	
	HOD 3470	Community Psychology	3	
CORE II (12+): CHOOSE AT LEAST 4	HOD 3200	Ethics of CRA	3	
	HOD 3600	Community Development & Urban Policy	3	
	HOD 3960	Organization Theory & Change	3	
	HOD 3960	Human Dev & Prevention: Theories	3	
	HOD 3960	Preventive Interv: Prog Dev & Implementation	3	
	HOD 3500 [formerly Pub. & Comm. Health]	Public Policy Development & Advocacy in Health & MH	3	
	HOD 3960	Community Organizing	3	
	HOD 3640, 3460, LPO	Global Dimensions of Com. Dev., Fieldschool in Intercultural Education, Intl. Orgs. & Econ. Dev.	3	
METHODS (18+): CHOOSE AT LEAST 6, MUST INCLUDE BOTH QUAL. & QUANT. (entering students must have passed undergrad stats or an equivalent web course)	HOD 3100	Community Inquiry	3	
	HOD 3960-AppI.Stat I	Graduate Intro Statistics	3	
	HOD 3960-AppI.Stat II	Multivariate Statistics	3	
	HOD3960, EDUC3900,3912	Intro Qualitative Methods	3	
	HOD 3450	Ethnography (Qual.)	3	
	HOD 3960	Program Evaluation	3	
	HOD 3621	Action Research	3	
		Advanced Qualitative or Quantitative Methods (HLM, SEM, Survey Research, Network Analysis, Eco.Assessmt.): _____	3	
PROFESSIONAL SKILLS (3-6) CHOOSE AT LEAST 1	HOD 3960	Consultation	3	
	HOD 3960	Development Project Design & Eval	3	
THESIS/DISS. DEV.: TAKE IF YOU HAVE NOT DONE A THESIS	HOD 3870	Thesis Development Seminar (incl. intro to grants/fellowships) (0-3 cr.)		
FIELD EXPERIENCE¹, THESIS² DISSERTATION³	HOD 3872	Practicum/Field Experience (0-6 cr.)		
	HOD 3690	Master's Thesis Research (0-6 cr.)		
	HOD 3990	Ph.D. Dissertation Research (0-6 cr.)		
Up to 31 credits of Specialization Area Electives: DISCUSS WITH YOUR POS COMMITTEE	HOD Special Topics (e.g., CD & Env; Cult. Theory, Homelessness)			
	Courses from other depts.			
41-44 Hours in CRA requirements, 28-31 elective/thesis/practicum/diss. hours			Total Credit Hours for Ph.D. :	72

¹ Basic requirement for field experience is 600 hours. In some cases, however, credit may be given for previous experience. The final decision is to be made by student in conjunction with the POS committee. An individual learning contract is to be completed and signed by student and advisor for the field experience. ² 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. ³ Qualifying 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 (relevant to literature review section of dissertation proposal), and graded by 4+ member PhD Committee. Dissertation may be one comprehensive study or three publication quality article-length papers.

Appendix to POS: Milestones

Milestone	Deadline	Date Compl.	POS Advisor Signature
Retain or change your POS advisor	December 15 (end of 1 st semester)		
Form your POS committee	March 15 (1 st year)		
Discuss field experience w/Major Advisor	March 15 (1 st year)		
Update CV (send to advisor) & HOD grad secretary	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 31 st (1 st year)		
TEACHING:			
CFT workshop participation			
TA orientation and TA experience (by end of 2nd year)			
co-instruction [optional]			
instructor of record [optional]			
CFT graduate teaching certificate [optional]			
Conference presentations (list authors in order; at least one presented by student):	1. 2. 3.		
Published papers (list authors in order; at least one 1 st authorship):	1. 2. 3.		
GRANT WRITING: submission of fellowship or dissertation grant			
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 end of 4 years after Qualifying Exam		

Student Signature / Date

Adviser Signature / Date

Program Director Signature / Date

Minor or Area of Concentration Requirements

Students may elect to declare either a formal minor or a related area course of study. The purpose of this option is to allow students to cultivate a depth of knowledge in an area of particular interest or relevance to their work. Such depth of knowledge helps students develop a CV that is attractive to potential employers.

Courses for the area of concentration may be taken from within or outside the department, the outside option requiring that an advisor be designated. An area of concentration must comprise 15 credit hours, completed at the post-baccalaureate level. If the area of specialization is research methods, it must include 9 hours beyond the required research methods courses.

The Program's historical areas of concentration, or tracks, have included Community Development and Evaluation Methods or Community Psychology, but these are under review and students are encouraged to develop their own minor with the advice of their POS Committee. Other possible areas of concentration include women's and gender studies, health-related studies, educational studies, policy studies, and a number of other possibilities according to student interest.

IV. Master of Science Degree Requirements

Coursework Requirements

Students may earn a 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

Students entering the program without a master's degree must complete a thesis within their first two years of the program. [*Students entering the program with a master's degree but without an empirical thesis must complete an empirical paper of publishable quality within their first two years of the program. Students entering the program with a master's degree and an empirical thesis (or a thesis closely related to the academic and career trajectory of that individual as approved by the POS committee) must submit their thesis for approval to their advisor and one other faculty member within the first year of the program.*]

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.

See http://www.vanderbilt.edu/gradschool/current_students/index.php#theses for more Graduate School thesis guidelines.

Transfer of Credit Toward M.S. Degree

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.

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

V. Ph.D. Degree Requirements

Coursework Requirements

As indicated earlier, required is 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 may 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 zero hours (minimum) with the Graduate School. If the required 72 hours have been met, but candidacy has not been attained, 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](#), 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](#), 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, one other faculty member, 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 \(PDF\)](#)" in the Graduate School catalogue.
- The final master's thesis or empirical paper is to be completed **by the end of the student's fourth 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 CRA graduate faculty members. Each copy must bear original signatures; duplicated signatures are not permitted. A \$38 fee is required for the binding of two copies of the thesis (\$19 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 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, community development, and related disciplines. 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. Following, by yearly status in the program, are program expectations with timelines/deadlines for completing program milestones.

CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 1

Year 1	If you enter the program <i>without</i> a master's degree	If you enter the program <i>with</i> a master's degree
<i>Advisor (note that you may change advisors at any time by filing a change form)</i>	Meet regularly with your advisor to think about your long-term goals and how experiences in research, teaching, practicum, and courses will serve them. Consider your most likely career paths, and the professional experiences (e.g., conferences) that will prepare you for them.	
<i>Program of Studies</i>	Form POS Committee and meet by March 15; plan to complete the program in 5 years or less Submit POS for approval by April 1	Form POS Committee and meet by March 15; plan to complete the program in 4 years or less Submit POS for approval by April 1
<i>Courses</i>	Take CRA Proseminar, the 2 required Core I courses, Community Inquiry, Applied Stats I and II, and either Thesis Development Seminar or, if you have had a prior master's thesis approved, a Core II or qualitative methods course.	
<i>Master's Thesis/ Empirical Paper</i>	Identify your topic, take the Thesis Development Seminar Spring Semester. Form thesis committee by end of 2nd semester.	If master's thesis from previous program, submit for approval by January 1; if not, identify your empirical study topic, take the Thesis Development Seminar Spring Semester. Form committee by end of 2nd semester.
<i>Research</i>	Join an ongoing research team and start/develop your research ideas; link with your thesis or empirical paper research and class projects	
<i>Conference</i>	Identify and attend at least one national conference in your field/area	
<i>Teaching</i>	If TAing, take the TA orientation at the Center for Teaching. Review the Center for Teaching Graduate Student Resources in the handbook or on the web. http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm Begin to think about a teaching portfolio; request assignments if appropriate.	
<i>Grant Proposal</i>	Consider submitting an NSF predoctoral proposal (no health topics), or a small grant to support your thesis work.	Consider submitting an NIH predoctoral proposal (health topics) or NSF if your MA degree was only one year.
<i>Field Experience</i>	Start to plan your field experiences, with your advisor by the end of the 1st semester. File contract with POS by March 15.	
<i>Annual Review</i>	Submit materials to advisor by April 1	

CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 2

Year 2	If you enter the program <i>without</i> a master's degree	If you enter the program <i>with</i> a master's degree
<i>Advisor/Program of Studies Committee</i>	Continue to meet with your advisor and members of your POS committee as you think about your long-term goals and the experiences that will prepare you for them. Make plans to acquire skills and experiences you need. File revised POS as needed.	
<i>Courses</i>	Take qualitative methods & an applied or advanced methods course + Core II courses in consultation with your advisor & POS committee.	
<i>Master's Thesis/ Empirical Paper</i>	Thesis proposal approved by mid-December	If no previous master's thesis, empirical paper proposal approved by September 1; complete your empirical paper by the end of your 4th semester. Work to submit for publication.
<i>Research</i>	Research should be at the core of your experience here. Continue as part of one or more research groups. Develop your research portfolio.	
<i>Presentations and Publications</i>	Prepare and present the findings of one of your 1st year research projects; turn that and other projects into manuscripts for submission	
<i>Teaching</i>	If TAing for the first time, take the TA orientation at the Center for Teaching. Review the Center for Teaching Graduate Student Resources in the handbook or on the web. http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm Think about your teaching portfolio; request assignments if appropriate.	
<i>Grant Proposal</i>	Re-submit NSF proposal, if turned down last year, or consider NIH predoctoral proposal. Gain experience working on faculty proposals, if appropriate.	Consider NIH predoctoral proposal. Gain experience working on faculty proposals, if appropriate.
<i>Field Experience</i>	Follow or modify your learning contract.	
<i>Preparing for Candidacy</i>	Begin to think about topics for your Major Area Paper (MAP) and dissertation.	Select your MAP topic and start working.
<i>Annual Review</i>	Submit materials to advisor by April 1.	

CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 3

Year 3	If you enter the program <i>without</i> a master's degree	If you enter the program <i>with</i> a master's degree
<i>Advisor/ Program of Studies Committee</i>	Continue to meet with your advisor and members of your POS committee as you think about your long-term goals and the experiences that will prepare you for them. Make plans to acquire skills and experiences you need.	Continue to meet with your advisor as you think about your long-term goals and the experiences that will prepare you for them. Make plans to acquire skills and experiences you need. Begin to plan your job search. Your dissertation committee will take over from your POS committee.
<i>Courses</i>	Finish any remaining courses on POS.	If you have transferred graduate credits, you should be nearly done with courses by now, and focusing on your MAP and dissertation. Finish any remaining courses and register for HOD 3790 (if you have not qualified for candidacy) or HOD 3990 (if you have) to get credit for this. Be sure to sign a contract with faculty supervisor about products and time line.
<i>Master's Thesis/Empirical Paper</i>	Completed and approved by mid-December; work to submit for publication	Submit for publication, if you have not done so already.
<i>Research</i>	Research should be at the core of your experience here. Continue as part of one or more research groups. Plan your dissertation.	Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.
<i>Teaching</i>	Build your teaching portfolio; request assignments if appropriate.	
<i>Grant Proposal</i>	Submit a fundable-quality grant proposal by the end of your 6th semester if not done earlier.	
<i>Presentations and Publications</i>	Continue to present the findings of your research and submit manuscripts for publication	
<i>Field Experience</i>	Follow or modify your learning contract.	
<i>Candidacy/ Dissertation</i>	Select your MAP topic, and start working.	Select dissertation committee before the start of your 5th semester. Qualify for candidacy (by successfully defending your MAP) before the end of your 6th semester. Ideally also defend your dissertation proposal. Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.
<i>Annual Review</i>	Submit materials to advisor by April 1	

CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 4

Year 4	If you enter the program <i>without</i> a master's degree	If you enter the program <i>with</i> a master's degree
<i>Advisor/ Program of Studies/ Job Search</i>	Continue to meet with your advisor as you think about your long-term goals and the experiences that will prepare you for them. Make plans to acquire skills and experiences you need. Begin to plan your job search. Your dissertation committee will take over from your POS committee. Begin to think about your job search.	Continue to meet with your advisor as you think about your long-term goals and any additional experiences that will prepare you for them. Plan your job search.
<i>Courses</i>	You should be done with courses by now, unless there is something closely related to your research. Register for HOD 3790 (if you have not qualified for candidacy) or HOD 3990 (if you have). Be sure to sign a contract with faculty supervisor about products and time line.	
<i>Research</i>	Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.	
<i>Teaching</i>	Build your teaching portfolio; request assignments if appropriate.	
<i>Grant Proposal</i>	Re-submit grant proposal if turned down.	Re-submit grant proposal if turned down, and you need more time to complete your degree. Consider submitting postdoctoral proposals.
<i>Presentations and Publications</i>	Continue to present the findings of your research and submit manuscripts for publication	Continue to present the findings of your research and submit your MAP and other manuscripts for publication.
<i>Field Experience</i>	Follow or modify your learning contract.	Complete 6 months prior to completion of dissertation.
<i>Candidacy/ Dissertation</i>	Select dissertation committee before the start of your 7th semester. Qualify for candidacy (by successfully defending your MAP) before the end of your 8th semester; ideally, also defend your dissertation proposal. Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.	Stay in touch with your dissertation committee. Complete and file your dissertation by mid-March to meet the deadline for May graduation. Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.
<i>Annual Review</i>	Submit materials to advisor by April 1	

CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 5

Year 5	If you enter the program <i>without</i> a master's degree
<i>Advisor/ Job Search</i>	Continue to meet with your advisor as you think about your long-term goals and any additional experiences that will prepare you for them. Plan your job search.
<i>Courses</i>	Register for HOD 3790 (if you have not qualified for candidacy) or HOD 3990 (if you have). Be sure to sign a contract with faculty supervisor about products and time line.
<i>Research</i>	Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.
<i>Teaching</i>	Build your teaching portfolio; request assignments if appropriate.
<i>Grant Proposal</i>	Re-submit grant proposal if turned down, and you need more time to complete your degree. Consider submitting postdoctoral proposals.
<i>Presentations and Publications</i>	Continue to present the findings of your research and submit your MAP and other manuscripts for publication.
<i>Field Experience</i>	Complete 6 months prior to completion of dissertation.
<i>Dissertation</i>	Stay in touch with your dissertation committee. Complete and file your dissertation by mid-March to meet the deadline for May graduation. Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.
<i>Annual Review</i>	Submit materials to advisor by April 1

If you entered the program with a master's degree, and have not yet graduated, continue to meet with your advisor, and stay in touch with your dissertation committee. Note that the Graduate School requires that you complete and defend your dissertation within 4 years of admission to candidacy. Submit materials to your advisor by April 1.

- 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](#)) annually in mid-September for Faculty to submit with their annual reports. Also, students are required to update their online profile at this link: <https://pbdapps.vanderbilt.edu/BRAVEHEART/output/login.asp> annually in the spring in order for the Dean's Office to process assistantships for the academic year and other funding requests,

like student travel. 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 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, for example, completion of a Change in Program of Studies form (*see [Forms](#)*).

CRA Policy on Student Probation (9/30/2009)

Criteria for Probation:

Students can be placed on probation by the CRA faculty by meeting one or more of the following criteria:

1. Having a GPA that falls below 3.0
2. Having 2 incomplete grades that have lasted for more than 2 months.
3. Not making timely progress through the program, in accordance with the CRA Handbook and the Graduate School Catalog.
4. For "dereliction of duties" in either teaching, research, or other graduate assistantships.
5. For receiving an "Unsatisfactory" grade in HOD 3790 or HOD 3990.

Probation Procedures:

- 1) The decision to place a student on probation must involve-- at a minimum--the student's advisor and the director of graduate studies.
- 2) Students shall be informed in writing of the decision and the steps that must be taken to resolve the probation, with a specific time line.
- 3) A copy of this letter is sent to the student's file via the HOD graduate secretary, who will also place this information in the electronic database.
- 4) Students who are on probation will be reviewed at least once per spring/fall semester by the CRA faculty.
- 5) Students may apply for a Leave of Absence after being placed on probation for one semester, but not after two semesters, as they will be dismissed from the program at that point.

Consequences of Probation:

- 1) The student will not be eligible for any travel funding from the department or college, unless the advisor and director of graduate studies submit an explanation and rationale for approval.
- 2) The student shall not register for any classes in the following semester except for HOD 3790 or 3990 for 0 hours, with a written contract with their faculty advisor specifying what they must accomplish during that semester for a satisfactory grade. If a student is placed on probation during a semester when active coursework is still needed (has not fulfilled the core course requirements), the student and advisor may petition the director of graduate studies for permission to register for other coursework, as well.
- 3) Departmental funding, which is contingent on "satisfactory performance," is subject to revocation at the discretion of the Department Chair, in consultation with the director of graduate studies and student advisor. Any top-off awards from the College or Graduate School are contingent on Department funding.
- 4) Students on probation may not serve as official student mentors or on any Community Studies committees.
- 5) Two semesters of probation can lead to dismissal from the program.

Notes:

- 1) “Semester” in the policy refers to spring and fall semesters.
- 2) This program policy stands in addition to the policies of the Vanderbilt University Graduate School. The program has the authority to invoke stricter guidelines than those by the Graduate School.

Field Experience

- Students are expected to secure a placement for gaining relevant applied community research experience. The purpose of this requirement is to ensure that students are involved meaningfully in the community in ways that are purposefully connected with their research interests and career trajectory. This provides students a way to document their hands-on experiences in the field.
- The student will work with the major advisor and POS committee to tailor the timing, placement, and exact nature of the work in order to meet the needs of the student. Students should begin thinking about and planning their field experience as early as feasible, perhaps as early as the end of their first semester. The student and the POS 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.
- Students may complete this requirement as a summer internship (either in Nashville or elsewhere). Students may also take course credits during the fall or spring terms to complete this requirement, working with local organizations in a research, evaluative, support, or participatory role. Students are also able on occasion to complete part of this requirement in conjunction with their RA assignment.
- 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 Examination Process

- The purpose of the qualifying examination process 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 process for the CRA program usually entails a Major Area Paper (MAP) that consists of a literature review for the dissertation in publishable form. The student's dissertation committee evaluates the MAP and conducts an oral exam.
- The student collaborates with the dissertation advisor on the content and scope of the literature review. Once the advisor and student are satisfied with the product, a copy of the paper is submitted to the rest of the dissertation committee for reading prior to an oral exam.
- Next, and important to scheduling the oral exam: **When in process of scheduling the oral exam, the Graduate School should be notified two weeks in advance of the exam date.** Once the Major Area Paper is ready for oral presentation, and copies have been distributed to all members of the dissertation committee, then, in consultation with all members of the dissertation committee, the student will set up and finalize a scheduled date, time, and location for the oral presentation. Once this is established between the student and her/his committee, the student completes the "Request to Schedule the Qualifying Examination" form. After completing this form, the student brings to the HOD Graduate Secretary to get the one signature needed for processing, that of the Director of Graduate Studies. The secretary will take care of processing the form so that a copy is made for the student's record in the department, and then sends on to the Graduate School for final set up of the oral exam.
- It is recommended, although not compulsory, that there be 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 presented and evaluated.
- In preparation for the oral presentation of either the MAP or the dissertation proposal, the student obtains the required forms from the HOD graduate secretary, one for the qualifying examination and one for the dissertation proposal.
- Upon completion of the student's oral exam over the MAP, the dissertation committee makes one decision: pass or fail.

- Upon completion of the oral presentation and evaluation of the dissertation proposal, the dissertation committee makes one decision: pass or fail. The dissertation committee may pass the proposal but recommend revisions.
- Upon completion of the oral presentation (MAP or dissertation proposal, or both combined in one session), the dissertation advisor (usually but not always the major advisor) asks the student to leave the room while the committee deliberates. Once decisions are made, the dissertation advisor shares the decisions with the student, and all members sign the appropriate forms. If revisions are required, the dissertation advisor assumes the responsibility for overseeing changes, with the option of consulting with members of the committee as needed to determine if the changes have been satisfactorily made. The committee may request that changes 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 academic year and be completed within a period of four weeks.
- Before the qualifying process can be completed, 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 process are forwarded to the Dean of the Graduate School.
- When the student has successfully completed the qualifying process, the Ph.D. committee recommends to the Dean of the Graduate School that the student be admitted to candidacy for the degree.

Admission to Candidacy

- To be admitted to candidacy, the student must successfully complete the qualifying examination process. The process is administered by the student's Ph.D. committee, which supervises subsequent work toward the degree.
- Upon completion of these requirements the Ph.D. committee recommends to the Dean of the Graduate School that the student be admitted to candidacy.

Grant Proposal

- A fundable-quality grant proposal should be completed **by the end of the sixth semester** of study in the program. It generally is 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. Its preparation often coincides with the Grant Proposal Preparation class (HOD 3960).

- 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 research. 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 is 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 and theoretical 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. **It may take the form of one overall document or three separate publication-quality articles.** The student's dissertation advisor and Ph.D. committee must approve the dissertation proposal. The dissertation proposal oral may take place in conjunction with the qualifying exam. If, however, the student and dissertation advisor choose to schedule a separate time for the proposal oral, the following procedure shall take place:
 - Dissertation Proposal and Oral exam
 - After candidacy has been attained, the student is eligible to submit the dissertation proposal.
 - Once the student has conferred with each dissertation committee member, the completed proposal is officially submitted to the committee. The student then schedules a committee meeting at which the proposal is presented, discussed, and evaluated. The student must notify the HOD graduate secretary of the time and date of the proposal meeting. After approval, one copy of the proposal is submitted to the departmental office along with a signed copy of the dissertation proposal report form. Upon final approval of the proposal, the student is ready to proceed with the dissertation.
 - As noted above, if revisions are required, the dissertation advisor assumes the responsibility for overseeing changes, with the option of consulting with members of the committee as needed to determine if the changes have been satisfactorily made.
 - Dissertation Enhancement Grant
 - http://www.vanderbilt.edu/gradschool/current_students/index.php#enhancement (the following material comes from the Graduate School)
 - 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 copies of the completed dissertation to each member of 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 dissertation advisor, must be registered in the office of the Dean of the Graduate School 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. See the Graduate School Catalog (<http://www.vanderbilt.edu/catalogs/grad/Grad01.html>) for details of the this process.
- 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 of the Graduate School.
 - 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 of the Graduate School 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.

- Ordinarily, 18 graduate credits may be transferred from other institutions; however, 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 graduate education coordinator, Sherrie Lane. (See [Forms](#))
 - Once a student has been accepted in the CRA Program, she or he 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 POS.
 - If this is the case, the course 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. 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 a leave of absence, except in special circumstances (e.g., maternity or medical leave).

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 (excluding Canada and Mexico).
 - See http://www.vanderbilt.edu/gradschool/current_students/#travel for rules and regulations. Application forms are available at http://www.vanderbilt.edu/gradschool/form_locator/
 - Request forms are available from the HOD graduate secretary, and the HOD director of graduate studies must approve the request and send it to the Graduate School at least two weeks before your travel.
- Peabody College – Office of the Dean
 - Will finance up to two trips per year at \$750, following the college rules for travel expenses.
 - A first year graduate student need not present, but in years 2+ students are expected to be the first author of the presentation.
 - Travel application available from the HOD departmental secretary .
 - Policy available at http://peabody.vanderbilt.edu/Documents/pdf/deans_office/PhD%20Student%20Travel%20Guidelines%2012%20Oct%2009.pdf)
- HOD Department
 - The HOD department maintains limited funding for the support of student conference travel.
- 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. 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. **Additionally, the Dean's Office requests that in order for the DGS to approve the student's graduation paperwork to send to the graduate school, the student needs to:**

- a) update the online student progress database (date of update to be checked by graduate administrator)**
- b) submit an electronic copy of your CV (to be uploaded into AOP+)**

We need these changes to be able to monitor the achievements of our students as they graduate, and they will be used for the SACS accreditation process.

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, which graduates are ordinarily expected to attend. 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.

X. 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.

CRA Program Committees

- Students actively participate on program and departmental committees.
- In an especially important program activity, students serve on the new doctoral student admissions committee 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.

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/>

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 Future Faculty Preparation Program (F2P2), 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

In addition, the CFT provides resources for graduate students who are teaching or TAing courses: http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm

XI. 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.scra27.org/>

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

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

American Sociological Association

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

XII. Appendices

Appendix I. CRA Faculty, Affiliated Faculty, and Staff (being revised)

- 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 1st semester:

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

By March 15 of your 1st year:

- POS committee formed

By April 1st of EACH YEAR

- Send updated CV to Advisor

By the end of your 2nd 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 end of your 4th semester

- Deliver the Thesis/Empirical paper final draft

By the start of your 5th semester

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

By the end of your 6th semester

- Deliver completed Grant Proposal
- Complete the Qualifying Exam (MAP) (if entering with a relevant Masters Degree)
- Achieve candidacy

By the start of your 7th semester

- Form your Dissertation committee

By the end of your 8th semester

- Complete the Qualifying Exam (MAP) (if entering without a Masters Degree)
- Achieve candidacy

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

For a complete list of campus services (Copies, Mail Services, ATMs, Libraries, Notaries Public), visit this website: <http://hr.vanderbilt.edu/quick-lists/services.php>.

- African American Activities and Programs: Bishop Joseph Johnson Black Cultural Center, 322-2524, or website: <http://www.vanderbilt.edu/bcc/index.php>.
- Bookstore: University Bookstore, Rand Hall, 322-2994, or website: <http://www.bkstr.com/Home/10001-10244-1?demoKey=d>.
- Campus Copy: Rand Hall between Bookstore and Commodore Room, 322-6849, or website: <http://printingservices.vanderbilt.edu/>.
- 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, or website: http://www.vanderbilt.edu/traffic_parking/.
- Career Planning: Career Center, 310 25th Ave. So, Suite 220, Student Life Center, 322-2750, or website: <http://www.vanderbilt.edu/career/index.php>.
- Child Care: Child Care Center, Child and Family Center, 2140 Belcourt Ave., 936-1990, or website: <http://childandfamilycenter.vanderbilt.edu/>.
- Complaints and Grievances about Sexual Harassment or Unlawful Discrimination: Opportunity Development Center, Baker Building Suite 808, 110 21st Ave. So., 322-4705, or website: <http://www.vanderbilt.edu/ead/index.html>.
- Computer Services: Information Technology Services (ITS), Hill Center Addition, 1231 18th Ave. So., Suite 143, 343-9999, or website: <http://its.vanderbilt.edu/>.
- Counseling Services: Psychological and Counseling Center, 2015 Terrace Place, 322-2571, or website: <http://www.vanderbilt.edu/pcc/>.
- Dining Services: Vanderbilt Dining, 1110 19th Ave. So., 322-2999, or website: <http://www.vanderbilt.edu/dining/index.php>.
- Disabled Students: Opportunity Development Center, Baker Building Suite 108, 110 21st Avenue South, 322-4705 (V/TDD), or website: http://www.vanderbilt.edu/ead/contact_ds2.html.
- 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, or website: <http://police.vanderbilt.edu/>.

- English for Internationals: 1208 18th Avenue South, 322-2277, or website: <http://www.vanderbilt.edu/elc/>.
- Escort Service: Department of Security, 2800 Vanderbilt Place; available during hours of darkness; available throughout the day for students with a physical disability; dispatcher, 322-2745, or website: <http://police.vanderbilt.edu/>.
- External Fellowships for Graduate Study and Research: Graduate School, 411 Kirkland Hall, 343-2727, or website: <http://www.vanderbilt.edu/gradschool/>.
- Graduate Student Council: The Graduate School, 411 Kirkland Hall, Box 7092 Station B, or website: <http://studentorgs.vanderbilt.edu/gsc/>.
- Housing and Residential Education: 4112 Branscomb Quadrangle, Vanderbilt Place at 24th Ave., 322-2591, or website: <http://www.vanderbilt.edu/ResEd/main/>.
- International Students: International Student Services, Office of the Dean of Students, Student Life Center, 310 25th Ave. So., 322-2753, or website: <http://www.vanderbilt.edu/iss/>.
- Library Tours and Instruction in Use of ACORN: Leslie Foutch, Library Liaison, 343-7541 or Sharon Swoopes, Administrative Assistant, 322-8098, 322-8866, or website: <http://www.library.vanderbilt.edu/peabody/index.html>.
- Loans for U.S. Citizens and Permanent Residents: Office of Financial Aid, 2309 West End Ave., 322-3591, or website: <http://www.vanderbilt.edu/financialaid/>.
- Loan Deferments: University Registrar, Baker Building, Suite 110 21st Ave. So., Suite 106, 343-7011, or website: <http://www.vanderbilt.edu/stuloans/deferment.html>.
- Lost and Found: Vanderbilt University Police Department, 2800 Vanderbilt Place, 322-2745, or website: <http://police.vanderbilt.edu/services/lost-and-found/>.
- Lost Student IDs: Commodore Card Office, 184 Sarratt Student Center, 322-CARD, or website: <http://www.vanderbilt.edu/commodorecard/>.
- Medical Insurance: Payment of premiums and late enrollment, Student Accounts, 110 21st Ave. So., Suite 100 Baker Building, 322-6693, or website: <http://www.vanderbilt.edu/stuaccts/>; 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, 322-2427, or website: http://www.vanderbilt.edu/student_health/ or <http://www.vanderbilt.edu/stuaccts/>.
- Medical Services: Student Health Service, Zerfoss Building, Medical Center North, 322-2427, or website: http://www.vanderbilt.edu/student_health/.

- Notary Public: For a complete list and locations, visit this website: <http://hr.vanderbilt.edu/quick-lists/services.php>.
- Parking Stickers and Maps of Parking Lots: Traffic and Parking, Wesley Place Garage, 2043 Scarritt Place, 322-2554, or website: http://www.vanderbilt.edu/traffic_parking/.
- Payment of Bills: Student Accounts, 110 21st Avenue South, Suite 100 Baker Building, 322-6693, or website: <http://www.vanderbilt.edu/stuaccts/>.
- Paychecks: Student's department.
- Recreational Activities and Intramural Schedules: Student Recreation Center, located on Childrens Way between 25th Ave. So., and Natchez Trace Dr., 343-6627, or website: <http://www.vanderbilt.edu/CampusRecreation/index.html>.
- Religious Affairs: Office of Religious Life, 2417 West End Avenue, 322-2457, or website: <http://www.vanderbilt.edu/religiouslife/>.
- Security Information and Campus Crime Statistics: Vanderbilt University Police Department, 2800 Vanderbilt Place, 322-2745, or website: <http://police.vanderbilt.edu/>.
- Student Center, Sarratt: For movie schedules and ticket information, 2301 Vanderbilt Place, 322-2425, or website: <http://www.vanderbilt.edu/studentcenters/sarratt-student-center>.
- Student Organizations and Events: Campus Student Services, website: <http://www.vanderbilt.edu/student/>.
- Teaching Skills Improvement: Center for Teaching, 1114 19th Ave. So., 322-7290, or website: <http://cft.vanderbilt.edu/>.
- Transcripts (Vanderbilt University): University Registrar, 110 21st Ave. So., Suite 110, Baker Building, 322-7701, or website: <http://registrar.vanderbilt.edu/>.
- Volunteer Activities: Office of Active Citizenship & Service, 343-7878, or website: <http://www.vanderbilt.edu/oacs/index.html>.
- Women's Resources: Margaret Cuninggim Women's Center, Franklin House, 316 West Side Row, 322-4843, or website: <http://www.vanderbilt.edu/WomensCenter/>.

Appendix IV. 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 Ph.D. program 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*.

XIII. Forms: forms can be downloaded from the CRA website at:

[http://www.peabody.vanderbilt.edu/Human and Organizational Development/Graduate Programs/PhD in Community Research and Action/Community Research and Action Student Handbook/CRA Forms.xml](http://www.peabody.vanderbilt.edu/Human_and_Organizational_Development/Graduate_Programs/PhD_in_Community_Research_and_Action/Community_Research_and_Action_Student_Handbook/CRA_Forms.xml)

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 Form