COMMUNITY RESEARCH AND ACTION

2017-2018 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.a.lane@vanderbilt.edu
# Table of Contents:

*Mission Statement for the Department of Human and Organizational Development* .......................... 4

I. **CRA Program Overview** ......................................................... 6
   - Program Aims. ................................................................. 6
   - Program Background ......................................................... 7
   - Program Requirements ...................................................... 8

II. **Advising and Committees** .................................................. 8
    - Major Advisor ............................................................. 8
    - Program of Studies (POS) Committee .................................. 9
    - Master’s Thesis or Empirical Research Paper Committee .......... 9
    - Dissertation Committee .................................................. 10
      - Process for transitioning or changing committee members from a dissertation committee ... 10

III. **Program of Studies** .......................................................... 11
     - Filing of the Program of Studies (POS) ................................ 11
     - Changing the POS ........................................................... 12
     - Basic Requirements and Flexibility .................................... 13
     - Course Requirements ..................................................... 13
     - CRA Tracks ...................................................................... 13
     - Minor or Area of Concentration Requirements .................... 18

IV. **Master of Science Degree Requirements** .................................. 22
    - Coursework Requirements ................................................ 22
    - Master’s Thesis ............................................................... 22
    - Transfer of Credit ............................................................ 23

V. **Ph.D. Degree Requirements** .................................................. 23
    - Coursework Requirements ................................................ 23
    - Completion of Master’s Thesis or Empirical Paper ............... 23
    - Annual Review of Progress ............................................... 24
    - Field Experience ................................................................ 32
    - Qualifying Exam ............................................................... 33
    - Admission to Candidacy ...................................................... 35
    - Grant Proposal or Graduate Fellowship Proposal ............... 35
    - Dissertation ................................................................. 35

VI. **Transferring Course Credit** .................................................. 38

VII. **Leave of Absence** .............................................................. 39

VIII. **Financial Support** ............................................................ 39
     - Assistantships ............................................................... 39
     - Conference Travel Support ............................................... 40

IX. **Graduation** ................................................................. 41
     - General Requirements ..................................................... 41
     - Diplomas ................................................................. 42

X. **Leadership, Service, and Other Opportunities** ......................... 42

XI. **Professional Affiliations** ..................................................... 45
XII. Appendices. ........................................................................................................ 48
  Appendix I.  CRA Faculty, Affiliated Faculty, and Staff. ........................................ 48
  Appendix II.  Important Dates to Remember. ......................................................... 52
  Appendix III.  Resources for Student Wellness and Support for Students in Distress 43
  Appendix IV.  College Resources ......................................................................... 54
  Appendix V.  University Services and More ............................................................ 55
  Appendix VI.  CRA Student Teaching Policies ..................................................... 60
  Appendix VII.  Newbrough Graduate Award. ....................................................... 62
  Appendix VIII.  Academic Calendar of the Graduate School 2017-2018. ............. 63

XIII. Forms. ............................................................................................................. 63
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 (15 semester hrs.)
- Methods (18 semester hrs.)
- Theories and Intervention (9 semester hrs.)
- Advanced Content/Specialization Areas/Electives (13-30 semester hrs.)
- Individual Projects: MS thesis, Internship, Dissertation (0-18 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.

- The Director of Graduate Studies (DGS) will serve as the first semester academic advisor until the official major advisor is chosen.

- 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.

- A “Change of Advisors” form must be completed. The student, before submitting the form (see Forms), should discuss the request to change with both the faculty member being replaced and the faculty member being added.

- After conversations between the student and each faculty member, all parties (student, faculty members) will put their required signatures on the form.

- When all necessary signatures are on the form, it is then delivered to the DGS for signature and final approval.
  **NOTE:** Signatures on the form by removed and added advisors, as well as, by the student, acknowledges that all parties have been informed of the decision and that a meeting has taken place, before finalized removal of an advisor.

- Upon completion of the process, the final change form is sent to the Graduate School by the Graduate Administrator.

- 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.

- Students are encouraged to meet with their POS committee annually or more often.

**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.

- Students may find thesis, empirical paper, or dissertation topics and data either on their own (with advice of their committee) or as part of past or ongoing faculty or
research staff projects. If the data are from a faculty or research staff project, it is
generally expected that the project Principal Investigator (PI) will serve on the student’s
committee [if non-faculty staff, as ex officio or an unofficial member], will be kept well
informed of the student’s plans and progress, and any publications from the thesis,
empirical paper or dissertation will be discussed in advance with the PI.

- The thesis or empirical paper committee should be formed by the end of the second
  semester in residence.

- Both the thesis advisor and at least one reader must be program faculty and if not
  already listed as “Graduate Faculty”, similar to dissertation committees, permission must
  be requested. If a student wants a non-core-CRA faculty on the thesis committee it must
  be as a 3rd member.

- 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 IV, 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

**Process for transitioning or changing committee members from a
dissertation committee**

Membership of a CRA student’s doctoral committee is the student’s choice throughout
the graduate school experience, as long as those choices are consistent with Vanderbilt and HOD
doctoral committee member requirements.
• Prior to attaining candidacy status, students can change committee member makeup by simply submitting the Graduate School, “Request to Change Ph.D. Committee” form.

• The student, before submitting the form (see Forms), should discuss the request to change with all (i.e., the faculty member being replaced and the faculty member being added); members should not be changed simply for the sake of convenience, as this is not a substantial reason and lacks professional integrity.

• Students should not remove committee members simply because they are unavailable over the summer (see Basic Requirements and Flexibility).

• After conversations between the student and each committee member, all parties (student, faculty members) will put their required signatures on the form.

• When all necessary signatures are on the form, it is then delivered to the DGS for signature and final approval.

  NOTE: Signatures on the form by removed and added committee members, as well as, by the student, acknowledges that all parties have been informed of the decision and that a meeting has taken place, before finalized removal of a committee member.

• Upon completion of the process, the final change form is sent to the Graduate School.

• See Change of Committee form (Forms)

III. Program of Studies

Filing the Program of Studies (POS)

The student’s Program of Studies (POS) lists all courses the student expects to complete and projects the time frame in which the courses and program milestones 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 student’s Program of Studies (POS) form must be documented on the POS form (see Forms) and must be filed every year with the department until the required 72 hours have been reached. Although a POS form should be completed in close consultation with their major advisor each year, students are expected to file a POS for final approval by the end of their 4th semester in residence or upon completion of 27 graduate-level semester hours of coursework at Peabody, whichever comes first. These hours may also include any transferred credit from a prior university (see sections IV and VI regarding transfer of credit). Transfer credit should be approved by the student’s POS committee by spring semester of their 1st year in the program. A “POS for final approval” means a completed, up-to-date form that both you and your major advisor sign, which is then delivered to the HOD graduate secretary so that final signatures (i.e., Director of Graduate Studies and Dean’s signatures) can be obtained. The HOD graduate secretary
will copy and send the POS to the Dean’s Office for college-level approval. You will be notified by postal mailed letter of the final approval from the Dean’s Office.

*If after the student’s approved POS through the department and college has to be changed, the student will simply file a “Change in Program of Studies” form to show any deletions or additions that occur in the originally approved POS (see “Changing the POS”, below).*

The Graduate School must approve transfer of credit hours, if needed. Transfer credit must be 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 (see Forms), along with a copy of your prior school transcript showing those courses and degree conferral should be approved by the department and submitted within the first academic year or as soon as possible after your first POS committee meeting.

**NOTE:** (See section VI)

Once all parties sign the POS for the final approval process, 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 by April 1st of every year, 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

- Any substitution for core courses or other courses listed on the POS form must be approved by the instructor of record and a syllabus of the substitution must be provided.

- 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):

Course Requirements

1. **Required Courses** (42 hours): CRA Core (15 hours), Methods (18 hours), CRA Theories & Intervention (9 hours)

2. **Projects & Electives** (30 hours): CRA projects (thesis development, thesis, dissertation, field experience (0-18 hours) and electives (13-30 hours)

   - **Core Substantive Courses**: First-year students typically take: Theories of Inequality, Diversity & Social Justice: Race, Class, Sexualities; CRA Proseminar; Community Intervention & Change, and Public Policy and Advocacy, Organizational Theory & Change, or a track course. By Spring of 1st-year, students should select a track (see below).

CRA Tracks

- **The Education and Youth Development Track in CRA**

  **Description:**
  The Education and Youth Development track of the Community Research and Action doctoral program trains students to research, teach, and engage with theoretical, practical and policy issues related to the challenges facing today’s youth across the numerous social contexts in which they live. During their development, the young navigate a series of interconnected social settings, including families, neighborhoods and schools. We believe that fostering positive youth development requires an understanding the interdependent nature of these settings and prepare our students for just such an undertaking. This track prepares students for such an interdisciplinary approach to solving problems related to education and youth development by emphasizing three areas of study. First is youth development and an understanding of how youth learn, think and interact with their surroundings. Second is a theoretical and practical understanding of the central social contexts of youth lives. Third is an understanding of programming and policy related to education and youth development. It is this combination of human development, social contexts, and policy that allows our students to pursue creative projects and solutions that address the complex and interconnected problems facing today’s youth.

  The goal of the track is to prepare students for careers in university teaching and research, government agencies, and other research and service settings where they will frame new
questions and apply their knowledge and skills to social programs and policies related to education and youth development. More specifically, the Education and Youth Development track prepares students for diverse fields like education, criminology, youth-centered non-for-profit leadership, policy and evaluation.

Core courses:
HOD 7500: Youth & Adolescent Development (Theories)
HOD 7500: Contexts of Youth Development
HOD 7500: Issues & Interventions of Youth Development

Core Faculty:
- Kimberly Bess
- David Diehl
- Brad Erford
- Andy Finch
- Anjali Forber-Pratt
- Leslie Kirby
- Maury Nation

➤ Community Health Track in CRA

Description:
Efforts aimed at health prevention, promotion, treatment, and recovery permeate human communities throughout the world. Health represents an intrinsic good that is created, distributed, and reproduced by social determinants such as race, class, gender, sexuality, and ability, which intersect with community-level factors such as housing, transportation, food, environmental quality, violence, and access to health care. Students in the Community Health track will gain expertise in the ways in which society- and community-level factors influence the health of populations, and how those factors can be leveraged to improve human health and well-being. We teach, use, and promote approaches such as popular epidemiology, syndemics, community-based participatory research, and utilization-focused evaluation that allow for grounded understandings of complex phenomena. Our graduates go on to successful careers in university, policy-making, and other community health research settings.

Core Courses:
- Human Development & Prevention Science
- Community Health Theory & Practice
- Health Policy (TBD)

Proposed Electives (to be developed by the department):
- Environmental Justice & Health
- Syndemics & Critical Systems Approaches to Community Health
- Social Epidemiology

Proposed Electives (available in other programs or departments):
- HDC 6150: Counseling Diverse Populations
• HDC 6320: Theories and Techniques of Counseling with Children and Adolescents
• HDC 6400: Foundations of Clinical Mental Health Counseling
• HDC 6410: Marriage and Family Counseling
• HDC 6420: Trauma: Impact and Intervention
• PUBH 5501: Epidemiology I
• PUBH 5508: Epidemiology II: Non-randomized Study Design
• PUBH 5502: Biostatistics I
• PUBH 5509: Biostatistics II
• PUBH 5514: Social and Behavioral Science for Public Health
• PUBH 5516: Public Health Practice
• PUBH 5539: Health Services Administration: Public Health Surveillance Systems
• PUBH 5540: Health Services Administration: Leadership & Management in Global Health
• PUBH 5541: Essential Skills in Global Health
• PUBH 5542: Foundations of Global Health

Core Faculty:
• Brian Christens
• Velma McBride Murry
• Yolanda McDonald
• Carol Nixon
• Jessica Perkins
• Sarah Suiter

Field Placement:
Students’ 600-hour field placement requirement is a prime opportunity to leverage existing relationships among departmental faculty and outside institutions to gain work experience in some of the leading health organizations in Nashville, the U.S., and around the world. Examples of possible field placement sites include:
• Centers for Disease Control
• The Carter Center
• Westat
• Partners in Health
• Lwala Community Alliance
• March of Times
• Office of Adolescent Health
• US Department of Health and Human Services
• Substance Abuse and Mental Health Services Administration
• TN Voices for Children
• Centerstone Research Institute
• Tennessee Department of Mental Health and Substance Abuse Services
• Tennessee Department of Health
• USAID
• Vanderbilt University Medical Center
• National Academy of Medicine, Board of Children, Youth, and Families
• Society for Research on Child Development Public Fellowships
• Society for Prevention Research Fellowship Program

➢ The Urbanization, Environment, & Community Development Track in CRA

Description:
The Urbanization, Environment and Community Development track of the Community Research and Action doctoral program trains students to research, teach about, and engage with social, economic, political, and environmental problems related to urbanization and community development in the United States and around the world. From global cities to world slums, more than half of the world’s population now lives in urban areas and the numbers are expected to rise. What’s more, urbanization stretches beyond the geographical boundaries of the city through processes of extraction, production, consumption, communication, and trade.

The track has three core features. First, and most importantly, we are committed to community engagement. We approach research as an ethical enterprise and foreground social justice concerns and collaboration in our training and research. Second, our program of study is interdisciplinary. We believe that the solutions to complex problems like environmental injustice, gentrification, crime/disorder, violence, transportation, and homelessness defy the theoretical and methodological boundaries that divide academic disciplines and fields of professional expertise. Third, we emphasize the role of research practice in doctoral education. Research clusters provide opportunities for students to gain experience with qualitative and quantitative research skills (see track faculty webpages below).

The Urbanization, Environment and Community Development track prepares students to enter a diverse set of fields, including urban affairs/policy, geography, urban sociology, environmental studies, community development, community social work, community or environmental psychology, or interdisciplinary community studies.

Core courses [students should choose at least 3]:
HOD 7500 Urbanization and Environmental Change
HOD 8200 Community Development & Urban Policy
HOD 8120 Community Organizing
HOD 7600 Global Dimensions of Com. Dev.

Core Faculty:
Sandra Barnes: religion and congregation as change agents, race, class, gender dynamics, relationship between structural constraints and individual agency
Ashley Carse: environmental management, international development, transportation networks, and the social dimensions of infrastructure.
James Fraser: urban development, restructuring and governance, housing and neighborhood change, environmental geography, and social justice
Leslie Kirby: emotions and emotional intelligence in individuals, groups, organizations and communities; applied positive psychology; psychological barriers to sustainability
**Douglas Perkins**: community, environmental, and applied social psychology; empowerment in grassroots organizations; public policy making

**Sara Safransky**: social movements, critical property theory, critical race studies and postcolonial theory, agro-food studies, participatory research, urban political ecology

**Beth Shinn**: preventing and ending homelessness, policies and settings that promote inclusion and foster capabilities

**Paul Speer**: community organizing, social power, and community change

For more details on this track as it develops, see: [https://docs.google.com/document/d/1E0WStQVxMieylWL4cKYoBhvn8X-1h_I0qBcwkiGPEYI/edit](https://docs.google.com/document/d/1E0WStQVxMieylWL4cKYoBhvn8X-1h_I0qBcwkiGPEYI/edit)

- **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 (HOD8810) and Statistical Inference (PSY-GS8861) (Introductory) in the Fall, a Multivariate Regression course in the Spring (usually offered in Psychology and Learning, Policy, and Organization). 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). (see offerings in HOD, EDUC, SOC)
• **Scheduling Major Meetings (MAP, dissertation proposal, dissertation defense):**

Major meetings should be held during the academic year (i.e., August 20-May 10).

As summer could best be used as a time for other opportunities and to do other projects, it is greatly encouraged that students ordinarily finish their major meetings during the 9-month, academic year (Fall-Spring), and mentoring should be done in a timely fashion to insure this. Because it is not the norm for faculty members to be available over the summer, they should not be expected to be available during the summer. However, if faculty members choose to be available over the summer, that will be their individual choice. Additionally, if a faculty member is planning a Sabbatical, he/she will have conversations with the student(s) in regards to upcoming timelines/expectations.

If there are reasons not within the control of the student for which he/she may have to schedule major meetings over the summer, then she/he must consult with all committee members as far in advance as possible and secure written/email agreement that committee members will be available.

**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 will usually 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.
# Program of Studies (POS): Ph.D. in Community Research & Action, HOD, Peabody College, Vanderbilt University (2017-18)

**Name:** __________________________  **Advisor:** __________________________  **Date Filed:** __/__/____

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD8000</td>
<td>Proseminar (incl. grant/fellow proposal &amp; epistemology; Barnes, Murry)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD8100</td>
<td>Theories of Inequality, Diversity &amp; Social Justice: Race, Class, Sexualities (incl. ethics; Barnes, Diehl, Fraser)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7400</td>
<td>Community Intervention and Change (Perkins, Shinn)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD 7130</td>
<td>Public Policy Development and Advocacy (incl. topics in each track below)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7500</td>
<td>Organization Theory &amp; Change (Bess, Diehl)</td>
<td>3</td>
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**CRA CORE (15 cr.)**

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<thead>
<tr>
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<th>SEMESTER TAKEN</th>
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</thead>
<tbody>
<tr>
<td>HOD7500</td>
<td>Youth &amp; Adolescent Development (Theories)</td>
<td>3</td>
<td></td>
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<tr>
<td>HOD7500</td>
<td>Contexts of Youth Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7500</td>
<td>Issues &amp; Interventions of Youth Development</td>
<td>3</td>
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</tbody>
</table>

**CRA THEORIES AND INTERVENTION [Choose at least one track]**

**A. Education & Youth Development**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
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</thead>
<tbody>
<tr>
<td>HOD7100</td>
<td>Community Health Theory &amp; Practice (Suter)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD 7120</td>
<td>Human Dev &amp; Prevention Science (Murry, Nation)</td>
<td>3</td>
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</tr>
<tr>
<td>HOD7500</td>
<td>Health Policy (TBD)</td>
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**B. Community Health**

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<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
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</thead>
<tbody>
<tr>
<td>HOD7500</td>
<td>Urbanization and Environmental Change (Carse, Fraser, Perkins, Safransky)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7600</td>
<td>Global Dimensions of Corn. Dev. (Perkins, Carse)</td>
<td>3</td>
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</table>

**C. Urbanization, Environment & Community Development [Take at least 3]:**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
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</thead>
<tbody>
<tr>
<td>HOD7500</td>
<td>Community Organizing (Speer)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD8200</td>
<td>Community Development &amp; Urban Policy (Fraser, Perkins, Safransky, Shinn, Speer)</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**METHODS (18+): CHOOSE AT LEAST 6, MUST INCLUDE BOTH QUAL. & QUANT. (entering students must have passed undergrad stats or an equivalent web course)**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD8810</td>
<td>Community Inquiry</td>
<td>3</td>
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</tr>
<tr>
<td>PSY-GS8861</td>
<td>Graduate Intro Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY-GS8870</td>
<td>Correlation &amp; Regression</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7500, EDUC8820</td>
<td>Intro Qualitative Methods (Suiyer)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD8820</td>
<td>Ethnographic Res. Meth. in Communities (Carse)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD8830</td>
<td>Evaluation Research (Shinn)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7500</td>
<td>Critical Methods (Safransky, Fraser)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD4400</td>
<td>Action Research (Bess, Speer)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOD7700</td>
<td>Development Project Design &amp; Evaluation (Carse, Fraser, Safransky)</td>
<td>3</td>
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</tr>
</tbody>
</table>

**FIELD EXPERIENCE¹, THESIS² DISSERTATION³**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD9999/ HOD8999 / HOD7990</td>
<td>Ph.D. Dissertation Research (0-6 cr.)/Non-Candidate Research (0-12 cr.)/Master’s Thesis Research (0-6 cr.)/Field Experience (0-3 cr.)</td>
<td>0-9</td>
<td></td>
</tr>
</tbody>
</table>

**Up to 31 credits of electives (Special Topics and courses from other depts.): DISCUSS WITH YOUR POS COMMITTEE**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>CR</th>
<th>SEMESTER TAKEN</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>List Any Minor/Certificate/ Specialization Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours for Ph.D.**:</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

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¹ Basic requirement for field experience is 600 hours. For each field experience, complete an individual learning goals plan signed by student and advisor, and submit brief evaluation with completed hours (see CRA Handbook).
² Students with a master’s degree but no thesis must complete an empirical paper and may sign up for 7960 (Readings & Research) in lieu of 7999. 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.
³ With the approval of your major advisor, POS committee, and DGS, up to 18 credit hours (B or higher) relevant to CRA may be transferred from prior graduate coursework.
# Appendix to POS: Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline (extensions may be requested)</th>
<th>Date Completed</th>
<th>POS Advisor Signature Comments/remaining work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVISING &amp; COURSEWORK:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retain or change your POS advisor (may request change of advisor or POS members at any time hereafter)</td>
<td>January 1 (end of 1st semester/beginning of 2nd semester – 1st year)</td>
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<tr>
<td>Form your POS committee</td>
<td>March 15 (1st year)</td>
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<tr>
<td>Discuss field experience w/Major Advisor</td>
<td>March 15 (1st year)</td>
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<tr>
<td>Update CV (send to advisor &amp; HOD graduate secretary)</td>
<td>April 1st (of each year)</td>
<td></td>
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<tr>
<td>Form thesis/empirical paper committee</td>
<td>April 30th (1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choose CRA Theories &amp; Intervention Track A-C (see p. 1)</strong></td>
<td>Sept. 15 (early 2nd year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POS finalized (approved and filed)</strong></td>
<td>April 30th (2nd year)</td>
<td>Names of Committee Members:</td>
<td></td>
</tr>
<tr>
<td>Total number of credits currently passed (C or better, incl. transfer credits graded B or better; 72 required):</td>
<td></td>
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<tr>
<td>Passed all CORE courses (see p. 1)</td>
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<tr>
<td>Passed all CORE-II or Track courses (see p. 1)</td>
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<tr>
<td>Passed Intro &amp; Multivariate Statistics</td>
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<tr>
<td>Passed Qualitative Methods</td>
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<tr>
<td>Passed 6 Methods Courses (including Community Inquiry)</td>
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<tr>
<td>Maintain overall 3.0+ GPA (see Academic Probation in Graduate Catalog)</td>
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<tr>
<td><strong>TEACHING:</strong></td>
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<tr>
<td>CFT workshop participation</td>
<td></td>
<td></td>
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<tr>
<td>TA orientation and TA experience (by end of 2nd year)</td>
<td></td>
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<tr>
<td>co-instruction [optional]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructor of record [optional]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFT graduate teaching certificate [optional]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL PRODUCTS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference presentations (list authors in order; at least one presented by student):</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Published papers (list authors in order; at least one 1st authorship):</td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REQUIRED DELIVERABLES (GRANT/FELLOW APPLICATIONS, THESIS, FIELD EXPERIENCE &amp; DISSERTATION):</td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRANT WRITING: submission of fellowship or dissertation grant proposal(s) (list funders &amp; $ amount):</td>
<td>List date submitted &amp; note if funded:</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver the Thesis/Empirical paper proposal</td>
<td>July 31st (start of 2nd year)</td>
</tr>
<tr>
<td>Master’s THESIS/Empirical Paper completed and approved</td>
<td>September 15th (3rd year) (if 4 years funding) or December 15th (3rd year) (if 5 years of funding)</td>
</tr>
<tr>
<td>Form dissertation committee</td>
<td>December 15th (3rd year) (if 4 years funding) or April 15th (3rd year) (if 5 years of funding)</td>
</tr>
<tr>
<td>Qualifying Exam for Ph.D. candidacy (based on Major Area Paper (MAP): usually literature review related to diss. proposal) approved by PhD Committee</td>
<td>April 15th (3rd year) (if 4 years funding) or December 15th (4th year) (if 5 years of funding)</td>
</tr>
<tr>
<td>Dissertation proposal defense &amp; approval</td>
<td>June 30th (end of 3rd year) (if 4 years funding) or March 1st (4th year) (if 5 years of funding)</td>
</tr>
<tr>
<td>List field experience partners &amp; hours (approved by POS Committee):</td>
<td>Complete 600 total hours 6 mos. prior to dissertation defense (list start-end dates for each):</td>
</tr>
<tr>
<td>Deliver the dissertation and defend</td>
<td>Before end of 3 years after Qualifying Exam</td>
</tr>
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</table>

1 For each field experience, complete an individual learning goals plan signed by student and advisor, and submit brief evaluation with completed hours (see CRA Handbook).

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Advisor Signature</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Program Director Signature</th>
<th>Date</th>
<th>Dean of Graduate Education</th>
<th>Date</th>
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</table>
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 30+ 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. The thesis for a master’s in passing must:

a) Give evidence of original investigation in the major subject,

b) Be approved by two CRA faculty members,

c) Use the Graduate School format
http://gradschool.vanderbilt.edu/academics/theses/index.php, and

d) Be submitted to the Graduate School within their time guidelines.

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.]

All students are strongly encouraged to present their master’s thesis [or equivalent empirical paper], whether completed in or outside of CRA at one of the CRA Spring Conferences. [It can be completed or in progress.]

A “masters in passing” M.S. degree may be taken at the student’s request and after they have met graduate school requirements. The thesis or empirical paper is a CRA program requirement and must be completed whether a “masters in passing” is sought.

NOTE: A new form, “Completion of Master’s Thesis” (see Forms) must be submitted to the Graduate School. This form certifies that the student has completed his/her M.S. thesis or equivalent (i.e. authorship on a first author, peer-reviewed publication in a
refereed journal). The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and then hand-delivered to the Graduate School, 117 Alumni Hall, along with the deposit of your final thesis.

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, 42 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 nine (9) hours (minimum) per Fall and Spring semester with the Graduate School until they reach 72 hours. If the required 72 hours have been met, but candidacy has not been attained, they must register for zero hours under HOD8999 (Non-Candidate Research). After reaching candidacy, they would sign for zero hours of dissertation hours under HOD9999.

A total of 42 semester hours in required courses is necessary for the CRA Program. The remaining 30 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 Guide” (http://gradschool.vanderbilt.edu/academics/theses/index.php) on the Graduate School website.

• The final master’s thesis or empirical paper is to be completed by the end of the student’s fourth semester (if 4 years of funding) or by the end of the 5th semester (if 5 years of funding).

• If a M.S. degree is sought, 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 fee is required for the binding of two copies of the thesis. 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://gradschool.vanderbilt.edu/academics/theses/submission.php

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 **without** a master’s degree | If you enter the program **with** a master’s degree |
| **Advisor (note that you may change advisors at any time by filing a change form)** | 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. |  |
| **Program of Studies** | Form POS Committee and meet by **March 15**; plan to complete the program in 5 years or less. **Submit POS by April 1** | Form POS Committee and meet by **March 15**; plan to complete the program in 4 years or less. **Submit POS by April 1** |
| **Courses** | 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. |  |
| **Master’s Thesis/Empirical Paper** | 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.** |
| **Research** | Join an ongoing research team and start/develop your research ideas; link with your thesis or empirical paper research and class projects |  |
| **Conference** | Identify and attend at least one national conference in your field/area |  |
| **Teaching** | If a TA, 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](http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm). Begin to think about a teaching portfolio; request assignments if appropriate. |  |
| **Grant Proposal** | Consider submitting an NSF pre-doctoral proposal (no health topics), or a small grant to support your thesis work. | Consider submitting an NIH pre-doctoral proposal (health topics) or NSF if your MA degree was only one year. |
| **Field Experience** | Start to plan your field experiences, with your advisor by the end of the 1st semester. File contract with POS by **March 15**. |  |
| **Annual Review** | Submit materials to advisor and HOD graduate secretary by **April 1** (CV, POS form, Annual Review of Progress or Annual Student Review form). |  |
### CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>If you enter the program without a master’s degree</th>
<th>If you enter the program with a master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor/Program of Studies Committee</strong></td>
<td>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. <strong>Filed POS will need to be processed for final approval with both department and college.</strong> <strong>Important</strong>: You will need to complete, for purposes of the Annual Review, a regular POS form every year with the department until 72 hours are completed. <strong>However, the final POS will be processed for approval after Year 2.</strong> Any changes to the original, approved by college, POS (after Year 2) should then be acted upon by simply completing a “Change of POS” form. We will only submit the “Change of POS” form to the college for college-level approval once the final POS after Year 2 has been approved, first.**</td>
<td></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>Take qualitative methods &amp; an applied or advanced methods course + Core II courses in consultation with your advisor &amp; POS committee.</td>
<td></td>
</tr>
<tr>
<td><strong>Master’s Thesis/ Empirical Paper</strong></td>
<td><strong>Thesis proposal approved by mid-December</strong></td>
<td>If no previous master’s thesis, empirical paper proposal approved by September 1; complete your empirical paper by the end of your 4th semester (if 4 yrs. of funding) or by the end of the 5th semester (if 5 yrs. of funding). Work to submit for publication.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Research should be at the core of your experience here. Continue as part of one or more research groups. Develop your research portfolio.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentations and Publications</strong></td>
<td>Prepare and present the findings of one of your 1st year research projects; turn that and other projects into manuscripts for submission.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>If a TA 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. <a href="http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm">http://www.vanderbilt.edu/cft/programs/graduate_student/index.htm</a> Think about your teaching portfolio; request assignments if appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Grant Proposal</strong></td>
<td>Re-submit NSF proposal, if turned down last year, or consider NIH pre-doctoral proposal. Gain experience working on faculty proposals, if appropriate.</td>
<td>Consider NIH pre-doctoral proposal. Gain experience working on faculty proposals, if appropriate.</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Follow or modify your learning contract.</td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for Candidacy</strong></td>
<td>Begin to think about topics for your Major Area Paper (MAP) and dissertation.</td>
<td>Select your MAP topic and start working.</td>
</tr>
<tr>
<td><strong>Annual Review</strong></td>
<td>Submit materials to advisor and HOD graduate secretary by April 1 (CV, POS form, Annual Review of Progress or Annual Student Review form).</td>
<td></td>
</tr>
</tbody>
</table>
**CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 3**

<table>
<thead>
<tr>
<th>Year 3</th>
<th>If you enter the program <strong>without a master’s degree</strong></th>
<th>If you enter the program <strong>with a master’s degree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor/ Program of Studies Committee</strong></td>
<td>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 file a POS form until 72 hours are or will be met by end of year 3 spring semester <strong>for annual review purposes</strong>. Any changes to the original approved POS (after Year 2) should be acted upon by simply completing a “Change of POS” form for college-level approval.</td>
<td>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. Continue to file a POS form until 72 hours are or will be met by end of year 3 spring semester <strong>for annual review purposes</strong>. Any changes to the original approved POS (after Year 2) should be acted upon by simply completing a “Change of POS” form for college-level approval.</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>Finish any remaining courses on POS.</td>
<td>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 HOD8999 (if you have not qualified for candidacy) or HOD9999 (if you have) to get credit for this. Be sure to sign a contract with faculty supervisor about products and time line.</td>
</tr>
<tr>
<td><strong>Master’s Thesis/Empirical Paper</strong></td>
<td><strong>Completed and approved by mid-December;</strong> work to submit for publication</td>
<td>Submit for publication, if you have not done so already.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Research should be at the core of your experience here. Continue as part of one or more research groups. Plan your dissertation.</td>
<td>Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Build your teaching portfolio; request assignments if appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Grant Proposal</strong></td>
<td><strong>Submit a fundable-quality grant proposal by the end of your 6th semester if not done earlier.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Presentations and Publications</strong></td>
<td>Continue to present the findings of your research and submit manuscripts for publication</td>
<td></td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Follow or modify your learning contract.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidacy/ Dissertation</strong></td>
<td>Select your MAP topic, and start working.</td>
<td>Select dissertation committee before the start of your 5th semester. Qualify for</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td><strong>Annual Review</strong></td>
<td>Submit materials to advisor and HOD graduate secretary by April 1 (CV, POS form, Annual Review of Progress or Annual Student Review form).</td>
<td></td>
</tr>
</tbody>
</table>
### CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 4

<table>
<thead>
<tr>
<th>Year 4</th>
<th>If you enter the program without a master’s degree</th>
<th>If you enter the program with a master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor/Program of Studies/Job Search</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>You should be done with courses by now, unless there is something closely related to your research. Register for HOD8999 (if you have not qualified for candidacy) or HOD9999 (if you have). Be sure to sign a contract with faculty supervisor about products and time line.</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Build your teaching portfolio; request assignments if appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Grant Proposal</strong></td>
<td>Re-submit grant proposal if turned down.</td>
<td>Re-submit grant proposal if turned down, and you need more time to complete your degree. Consider submitting postdoctoral proposals.</td>
</tr>
<tr>
<td><strong>Presentations and Publications</strong></td>
<td>Continue to present the findings of your research and submit manuscripts for publication</td>
<td>Continue to present the findings of your research and submit your MAP and other manuscripts for publication.</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Follow or modify your learning contract.</td>
<td>Complete 6 months prior to completion of dissertation.</td>
</tr>
<tr>
<td><strong>Candidacy/Dissertation</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Annual Review</strong></td>
<td>Submit materials to advisor and HOD graduate secretary by April 1 (CV, POS form, Annual Review of Progress or Annual Student Review form).</td>
<td></td>
</tr>
</tbody>
</table>
CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 5

<table>
<thead>
<tr>
<th>Year 5</th>
<th>If you enter the program without a master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor/Job Search</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>Register for HOD8999 (if you have not qualified for candidacy) or HOD9999 (if you have). Be sure to sign a contract with faculty supervisor about products and timeline.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Build your teaching portfolio; request assignments if appropriate.</td>
</tr>
<tr>
<td><strong>Grant Proposal</strong></td>
<td>Re-submit grant proposal if turned down, and you need more time to complete your degree. Consider submitting postdoctoral proposals.</td>
</tr>
<tr>
<td><strong>Presentations and Publications</strong></td>
<td>Continue to present the findings of your research and submit your MAP and other manuscripts for publication.</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td><strong>Complete 6 months prior to completion of dissertation.</strong></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>Stay in touch with your dissertation committee. <strong>Complete and file your dissertation by mid-March to meet the deadline for May graduation.</strong></td>
</tr>
<tr>
<td></td>
<td>Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.</td>
</tr>
<tr>
<td><strong>Annual Review</strong></td>
<td><strong>Submit materials to advisor and HOD graduate secretary by April 1 (updated Graduate CV and Annual Review of Progress or Annual Student Review form).</strong></td>
</tr>
</tbody>
</table>

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://pdbapps.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 vunetid 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.a.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 HOD8999 or HOD9999.

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 HOD8999 or HOD9999 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

a. 500-hours of field experience is required plus an additional 100-hour requirement satisfied by any combination of CRA program or department service or field experience.

b. 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 directly and 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. Field experience sites are typically off-campus nonprofit organizations or government agencies (e.g., writing policy briefs for government or advocacy groups if actively solicited or used by the groups), but with POS committee approval, could involve a campus-based applied research or intervention opportunity.

c. 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 Learning Contract, used to enroll for field experience). Copies of the Learning Contract should be given to the student, advisor, filed with HOD Graduate Administrator, and only submitted to Registrar if taken for course credit.

d. Up to 6 practicum coursework hours (HOD7650) may (but do not have to) be taken if they fit into your Program of Studies, but are not needed to complete the Field Experience requirement. Prior agreement with your advisor/supervisor (Learning Contract) as mentioned above, and Final Report documenting what you did and number of hours is required whether or not HOD7650 hours are taken.

e. 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 involve a series of brief or part-time experiences spread over several semesters or a more intensive internship.

f. 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 or other paid employment.

g. In rare cases (as the goal is to learn from applying knowledge and skills gained in the CRA Program), partial credit towards the 600 hours may be given to students with substantial prior field experience. The final decision is to be made by the student in conjunction with her/his POS committee.

h. The student’s major advisor serves as the field experience supervisor.
i. 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.

j. Upon completion of the field experience, the student shall submit to the major advisor a report detailing how the student met the requirements stipulated in the learning contract. The advisor must approve and the report needs to be forwarded to the Graduate Administrator.

**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.

  o 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 it 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. **NOTE:** As of January, 2016, a new form was added by the Graduate School, “Request to Cancel and/or Reschedule Qualifying Exam or Dissertation Defense” (see *Forms*). This form should be submitted to the Graduate School:

  - When cancelling/rescheduling exam, *and a new date is known*, (with rescheduled exam information).

  - When cancelling exam *and new date is not known*, (mark as “TBD”).

  - When *new exam date is known*, (with reschedule exam information).
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 or Graduate Fellowship Proposal

- A fundable-quality grant or graduate/dissertation 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. There may be coursework in HOD or LPO to support this.

- The grant/fellowship 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.

- A copy of the grant/fellowship proposal should be forwarded to the Graduate Administrator.

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://gradschool.vanderbilt.edu/funding/dissertation_grant.php (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://gradschool.vanderbilt.edu/funding/dissertation_grant.php for the
    application and for the application guidelines. These are submitted through the
    CRA program director, usually twice per year.

- 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: https://www4.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
  - Dissertation defense drafts should be shared with committee members at LEAST
    6 weeks prior to the scheduled defense to all 4 weeks for committee review,
    feedback and approval for the defense to proceed and 2 weeks for the dissertation
    to be made available to faculty and students.
o 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.

o When a thesis or dissertation is approved by committee members, and the format has been reviewed by the Graduate School, this becomes the “final copy.” After it has been uploaded to the ETD website and approved, changes cannot be made to this document. Students are strongly urged to proofread their final document before uploading. (See “Steps to Graduation” and also “Format Guidelines”).

o The graduate is expected to publish the dissertation. See the Graduate School Catalog (http://www.vanderbilt.edu/catalogs/grad/Grad01.html) for details of this process.

- Final Defense of Dissertation

  o 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. **NOTE**: As of January, 2016, a new form was added by the Graduate School, “Request to Cancel and/or Reschedule Qualifying Exam or Dissertation Defense” (see Forms). This form should be submitted to the Graduate School:

  ➢ When cancelling/rescheduling exam, **and a new date is known**, (with rescheduled exam information).

  ➢ When cancelling exam **and new date is not known**, (mark as “TBD”).

  ➢ When **new exam date is known**, (with reschedule exam information).

  o Students and advisors should schedule an opportunity for dissertation committees to meet informally with the student to discuss the dissertation. That can happen either prior to the defense or as part of the defense (after the public presentation of the dissertation and before the committee-only deliberation). As always, non-present members can participate in the meeting and defense electronically.

  o 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 and on the Graduate School website. 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.


**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. Students given 5 years of funding should generally not transfer more than 6 credits from prior graduate study.
• Procedure for obtaining transfer credit:
  
  o The student’s major advisor and POS committee is required to approve the transfer hours.
  
  o The student is required to complete a “Transfer of Credit” form and turn it into the HOD graduate education coordinator, Sherrie Lane. (See Forms)
  
  o If a student is requesting to transfer in credit for a CRA-required core course, then a syllabus for the requested course must be submitted to the CRA faculty member who instructs the required course for approval. Written/email approval from the CRA faculty member is needed for permission to transfer those credits, and this approval should be submitted with the request.
  
  o 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.
  
  o 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.
Effective fall semester 2014, CRA student teaching policies which can be found in Section XII, Appendices, Appendix IV.

**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. Starting with the 2015/2016 fiscal year (July 1, 2015), the following rules for applying and being awarded a Travel Grant from the Graduate School are as follows:

**Guidelines**

1. Student must have completed at least one academic year in the Vanderbilt Graduate School;
2. Student must be the sole presenter of the research conducted at Vanderbilt;
3. Meetings must be a major regional, national, or international conference;
4. Grants are limited to up to $500 for either domestic and international travel (There is no longer a distinction between the two types of trips);
5. Grants are limited to a maximum of one award per budget year (July 1-June 30);
6. Students are allowed a total of three (3) travel grants for their entire tenure at Vanderbilt.

Grandfathering in present students, the following will apply:

- All current students starting their 2nd year will be allowed to apply for three travel grants
- All current students starting their 3rd year will be allowed to apply for two travel grants
- All current students starting their 4th year and beyond will be allowed to apply for one grant

See [http://gradschool.vanderbilt.edu/funding/university_scholarships.php](http://gradschool.vanderbilt.edu/funding/university_scholarships.php) for rules and regulations. Application forms can also be found at the same link as a PDF under the “Travel Grant” section with important instructions at the top of the application form.

**Important:** Applications must be received by the Graduate School at least two weeks before you 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/admin-offices/popge/for_graduate_students_phd.php](http://peabody.vanderbilt.edu/admin-offices/popge/for_graduate_students_phd.php)

- **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/](http://studentorgs.vanderbilt.edu/gsc/).

**IX. Graduation**

**General Requirements**

Obtain the Intent to Graduate Form from The Graduate School at [https://gradschool.vanderbilt.edu/academics/forms_timeline.php](https://gradschool.vanderbilt.edu/academics/forms_timeline.php) 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.

Electronic publishing fees through ProQuest for students who upload their documents to the ETD site and elect Traditional Publishing is $25. The fee for this group of Open Access Plus Publishing is $120. The electronic publishing fee for students who provide printed dissertations remains $65 for Traditional Publishing and $160 for Open Access.

**NOTE:** Please use the “Checklist for Graduation” which lists items that must be submitted to the Graduate School by the deadline listed on the Intent to Graduate form [https://gradschool.vanderbilt.edu/forms/Checklist_for_Graduation.pdf](https://gradschool.vanderbilt.edu/forms/Checklist_for_Graduation.pdf).

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 BRAVE)

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. The POS should be finalized and approved by end of 2nd year. 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.

Final report for field experience should be approved and on file with the department graduate secretary.

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.

- Ombudsperson or mediation committee: Students who have concerns about faculty have multiple options.
  
  - Talk to the faculty member directly.
  - Come to the department chair or the director of your program.
  - Talk with any other faculty member with whom you feel comfortable.
  - Put a note in the suggestion box outside the departmental office.

  We hope that at least one of these options will be comfortable for you.

In addition, to the extent that concerns involve a class, please register them in course evaluations. (Register your kudos as well.) Evaluations are anonymous, and get read by both the faculty member who taught the course and the chair. (As you might expect, evaluations of a particular course always vary across students, so isolated comments are harder to evaluate than those expressed by several students.)
• 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/](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/

• The Peabody Coalition of Black Graduate Students is an organizational geared towards students of color that seeks to provide social support to its members. PCBG also plays an integral in the recruitment and retention of minority students on Peabody’s campus. The organization holds several educational and social events throughout the year that are open to the greater Vanderbilt Campus. On the web at: https://anchorlink.vanderbilt.edu/organization/peabodycoalitionofblackgraduates

**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.

For other Peabody Student Organizations, see http://peabody.vanderbilt.edu/admin-offices/graduate-student-resources/peabody_graduate_student_association/index.php

**Future Faculty Preparation**

The Vanderbilt Center for Teaching has several programs to support graduate students, including workshops, consultations, resource guides, certificate programs, and more. Students who want to prepare for future faculty are encouraged to incorporate developmental teaching training and opportunities into their Program of Studies.

• Visit the Center for Teaching for more information on the web at: http://cft.vanderbilt.edu/docs/graduate-student-programs/

and be sure to sign up for their newsletter: To subscribe to the mailing list, send an email to LISTSERV@LIST.VANDERBILT.EDU. The subject of the email does not matter, but the body of the email must contain the line “subscribe cft_news” (without the quotation marks).
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.


**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.


**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.


**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.


**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.


**The Society for the Psychological Study of Social Issues**

- On the web: [www.spssi.org](http://www.spssi.org)

- See their “Graduate Students” tab
Several CRA students have successfully obtained SPSSI grants to fund research projects

American Evaluation Association
http://www.eval.org/

The Society for Applied Anthropology
https://www.sfaa.net/

American Sociological Association
http://www.asanet.org/

American Association of Geographers
http://www.aag.org

Society for the Study of Social Problems
http://www.sssp1.org
XII. Appendices

Appendix I.  **CRA Faculty, Affiliated Faculty, and Staff**

- **Core Faculty**

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

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

  **Ashley Carse:** Ethnographic and archival research methods, Latin America and the Caribbean, international development, environmental politics and management, social dimensions of infrastructure, global transportation networks

  **Brian Christens:** youth and adult civic development, empowerment processes, community-driven systems change efforts, and health/well-being

  **David Diehl:** Social network analysis; sociology of education; institutional culture and change; micro-interactionism; social theory

  **Paul Dokecki, Professor Emeritus:** Ethics in research & organizations, spirituality & community psychology

  **Brad Erford:** counseling, evidence-based practices and outcome research with school-aged youth; meta-analysis, outcome research synthesis and application of assessment instruments; instrument psychometric characteristics

  ***Andy Finch:** Role of schools as continuing care for substance use and co-occurring disorders; counseling and human development; ecology of schools

  **Anjali Forber-Pratt:** Disability; social justice and empowerment; school safety; role of sport; bullying & victimization; community & school counseling; qualitative research methods

  **Jim Fraser:** Urban environment, public policy; social inequality and poverty; human-environment studies; organizational culture and behavior; research methods

  ***Leslie Kirby:** emotions and emotional intelligence in individuals, groups, organizations and communities; applied positive psychology; psychological barriers to sustainability
**Yolanda J. McDonald:** Climate change and human health; community health; environmental justice; healthcare accessibility; health disparities; HealthGIS; medical geography; spatial epidemiology; water justice

**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

**Maury Nation:** Community and school counseling, clinical-community psychology, bullying, neighborhood influences on mental health

*Carol Nixon:* positive youth development, health promotion, and K-12 school reform, particularly related to STEM education, social emotional learning, and school climate improvement; program evaluation across education, health, and community settings

**Douglas Perkins:** Community participation, empowerment & development; community & environmental psychology; urban policy; inequality; international development of interdisciplinary community studies

**Jessica Perkins:** Community and global health; social norms; social networks; social determinants of health; behavioral health; health promotion; design and development of research and interventions in low-resource settings; health-related behaviors and attitudes in youth in middle schools and high schools; prevention research

**Sara Safransky:** Urban geography; critical race studies; political ecology; agro-food studies; social movements; property and land tenure; critical development studies; participatory research

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

**Paul Speer:** Community organizing; substance abuse prevention; empowerment

**Sarah Suiter:** Community-based health & mental health initiatives; program evaluation

*These faculty do not serve as CRA advisors, but can serve on POS committees, and can only serve on dissertation committees by approval of the Graduate School.*
• **Affiliated Faculty**

Brooke Ackerly, [http://www.vanderbilt.edu/political-science/people/bios/cvs/ackerly-brooke.pdf](http://www.vanderbilt.edu/political-science/people/bios/cvs/ackerly-brooke.pdf)

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


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

Mark Lipsey, Peabody Research Institute: program evaluation, especially in juvenile delinquency and early childhood education; applied research methodology, including field experiments/quasi-experiments and meta-analysis

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

Holly J. McCammon: Social movements, political sociology, women’s rights and litigation activism

Sharon Shields: Community outreach, community change agent strategies and skills, service-learning, indigenous communities; health service

Melissa Snarr, Graduate Department of Religion: intersection of religion, social change and social/political ethics
- **HOD Staff**
  
  Lane, Sherrie  
  Department Education Coordinator and Graduate Admissions Coordinator  
  Department of Human & Organizational Development  
  102F Mayborn  
  615-322-8484, 615-322-6881  
  sherrie.a.lane@vanderbilt.edu

  Miller, Mary  
  Secretary  
  Department of Human & Organizational Development  
  104 Mayborn  
  615-322-6881, 615-322-8273, 615-322-2677  
  mary.f.miller@vanderbilt.edu

  Smith, Donna  
  Administrative Assistant  
  Department of Human & Organizational Development  
  206 Mayborn  
  615-322-2677, 615-322-6881  
  Donna.f.smith@vanderbilt.edu

  Westrom, Lynn  
  Administrative Officer  
  Department of Human & Organizational Development  
  206D Mayborn  
  615-343-3879, 615-322-2677  
  Lynn.Westrom@vanderbilt.edu
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, Program of Study, and Annual Student Review form to Advisor and HOD graduate secretary

By April 1st of 2nd year or By the end of your 4th semester:
- POS approved and filed as final for approval (If changes after this submission, a “Change of Program of Studies” form has to be filed for department/college approval).
- 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 *(if given 4 years of funding)*

By the start of your 5th semester
- Form your Dissertation committee *(if given 5 years of funding)*

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. Resources for Student Wellness and Supports for Students in Distress

Peabody College recognizes the importance of wellness and wants to support your self-care practice while you are pursuing your academic and career goals. You will be receiving email notification of programs to support physical and emotional wellness; in addition, the following resources are available to you:

Recreation and Wellness Center [http://www.vanderbilt.edu/recreationandwellnesscenter/](http://www.vanderbilt.edu/recreationandwellnesscenter/)

Student Health Center [https://medschool.vanderbilt.edu/student-health/](https://medschool.vanderbilt.edu/student-health/)

Psychological and Counseling Center [https://medschool.vanderbilt.edu/pcc/](https://medschool.vanderbilt.edu/pcc/)

Also see “Foster Your Personal Wellbeing” on GradLeaf [https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/](https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/)

If you are concerned about the health & wellness of yourself or one of your fellow students, please consult with your Departmental Administrative Officer, Program Director/Director of Graduate, or Graduate Administrator and see immediate crisis resources at: [https://medschool.vanderbilt.edu/pcc/immediate-crisis-0](https://medschool.vanderbilt.edu/pcc/immediate-crisis-0)
Appendix IV. College Resources

The Peabody Office of Professional and Graduate Education is dedicated to supporting students. See http://peabody.vanderbilt.edu/admin-offices/popge/ and peruse the Quick Links on the right side. The “For Graduate Students” link has important information on resources and college policies.
Appendix V. University Services and More

Many resources are available from the University. For different lists of campus services and resources, see:

http://www.vanderbilt.edu/atoz/tag/student

http://hr.vanderbilt.edu/quick-lists/services.php

For professional and personal development, see the website where campus resources and more are organized into a framework: https://my.vanderbilt.edu/gradleaf/

And it is never too early to start working on career development: https://my.vanderbilt.edu/gradcareer/

In addition, you should have received at Orientation a resource handbook from the CRA Minority Student Committee. If not, contact Professor Sandra Barnes.


- Campus Copy: 268 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, 2800 Vanderbilt Pl, 322-2554, or website: http://www.vanderbilt.edu/traffic_parking/.


- Child Care: Child and Family Center, 2140 Belcourt Ave., 936-1990, or website: http://childandfamilycenter.vanderbilt.edu/.


- Computer Services: Information Technology Services (ITS), Hill Center Addition, 1231 18th Ave. S., Suite 143, 343-9999, or website: http://its.vanderbilt.edu/.


• E-mail (343-9999) [http://www.vanderbilt.edu/email/](http://www.vanderbilt.edu/email/). Certain federal statutes require that information be delivered to each student. Vanderbilt delivers much of this information via email. Official electronic notifications, including those required by statutes, those required by University policy, and instructions from University and Peabody College officials, will be sent to students’ Vanderbilt email addresses. Some messages will include links to the YES Communications Tool, which is a secure channel for official communication of a confidential nature.

Students are charged with the knowledge of the contents of all official University and Peabody College notifications, and are required to respond to instructions and other official correspondence requiring a response. Accordingly, students bear the responsibility for checking their Vanderbilt email account frequently and for managing their email account to prevent important messages from being returned as “undeliverable.” Students forwarding their Vanderbilt email communications to another account do so at their own risk.

The University and Peabody College make every effort to avoid inundating students with nonessential email (often called "spam"), and maintains separate lists from which students may unsubscribe for announcements of general interest.


• Escort Service: Department of Security, 111 28th Ave. S.; available during hours of darkness; available throughout the day for students with a physical disability; dispatcher, 322-2745, or website: [http://police.vanderbilt.edu/](http://police.vanderbilt.edu/).

• External Fellowships for Graduate Study and Research: Graduate School, 117 Alumni Hall, 343-2727, or website: [http://www.vanderbilt.edu/gradschool/](http://www.vanderbilt.edu/gradschool/).

• Graduate Student Council: The Graduate School, 117 Alumni Hall, Box 7092 Station B, or website: [http://studentorgs.vanderbilt.edu/gsc/](http://studentorgs.vanderbilt.edu/gsc/).


- Lost Student IDs: University Card Office, 2301 Vanderbilt Pl., 184 Sarratt Student Center, 322-CARD, or website: [http://www.vanderbilt.edu/commodorecard/](http://www.vanderbilt.edu/commodorecard/).

- Medical Insurance: Payment of premiums and late enrollment, Office of Student Accounts, 110 21st Ave. S., Suite 100, Baker Building, 322-6693, or website: [http://www.vanderbilt.edu/stuaccts/](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 [http://www.vanderbilt.edu/stuaccts/](http://www.vanderbilt.edu/stuaccts/).

- Medical Services: Student Health Center, 1210 Stevenson Center Lane, Zerfoss Building, 4th Floor, (connected to the back of Medical Center North, 322-2427, or website: [https://www.vumc.org/student-health/](https://www.vumc.org/student-health/).

- Notary Public: For a complete list and locations, visit this website: [http://hr.vanderbilt.edu/quick-lists/services.php](http://hr.vanderbilt.edu/quick-lists/services.php).

Parking Stickers and Maps of Parking Lots: VUPS Parking Services, 2800 Vanderbilt Pl., 322-2554, or website: **Monthly Payment for Registration**: Customers must come to VUPS Parking Services office to establish reoccurring credit card payments. The initial payment will be drawn at the time of order and a monthly reoccurring charge of $40 will be placed on your credit card.

**What you will need:**
- ✔ You will need access to the internet. Your email notification will provide a direct link
which will take you to the registration website of the VUPD Parking Services Office. That link is: https://vanderbiltparking.t2hosted.com/cmn/index.aspx

✓ You will be asked to enter your VUNET ID and password.

✓ Please have available the license plate number, state where registered, make, model, year and color of the vehicle(s) to be registered before you log in.

✓ You will also need a valid email address. All Parking Services notices will be sent to your email address only.

✓ **Permit Rates:** Rates will remain the same at $480 for the 2017-2018 school year. There will be a replacement cost of $60 if permits are lost and need to be replaced. All students are encouraged to use their student accounts as an alternative to using a credit or debit card. To set up a monthly credit card payment of $40 you must come to the office to order your permit.

**Permit Delivery:** Students are strongly encouraged to use their campus address to ensure the timely delivery of parking permits. Please be aware that the address you submit during registration is where your permit will be sent. A delivery time of approximately one week is estimated.

All students ordering a permit should print out a temporary permit while ordering and place it on their vehicle when they return to campus until their permit arrives. If you do not receive your permit within one week of purchase, contact the parking office. All vehicles parked in campus parking areas must have a valid permit. Permits will be strictly enforced.

**Assistance:** For additional assistance, contact the VUPS Parking Services office at (615) 322-2554. If you have not received your permit or if it is not in your campus mail box when you return to campus, please contact VUPS Parking Services and we will assist you in obtaining a temporary permit.


- Paychecks: Student's department.

- Recreational Activities and Intramural Schedules: Student Recreation Center, located on 2700 Childrens Way between 25th Ave. S., and Natchez Trace Dr., 343-6627, or website: http://www.vanderbilt.edu/recreationandwellnesscenter/.


• Student Center, Sarratt: For movie schedules and ticket information, 2301 Vanderbilt Place, 322-2425, or website:  http://www.vanderbilt.edu/international lens/.

• Student Organizations and Events: Campus Student Services, website:  http://www.vanderbilt.edu/student/.

• Teaching Skills Improvement: Center for Teaching, 1114 19th Ave. S., 3rd Floor, 322-7290, or website:  http://cft.vanderbilt.edu/.


• Women's Resources: Margaret Cuninggim Women's Center, Franklin House, 316 West Side Row, 322-4843, or website:  http://www.vanderbilt.edu/WomensCenter/.
Appendix VI. CRA Student Teaching Policies
Since the CRA program’s inception, CRA students have played an important role in the Department’s teaching mission. Based on input from the Peabody administration, members of the HOD executive committee, the CRA faculty and the entire HOD faculty, the following policies have emerged effective Fall 2014.

1. All core HOD undergraduate courses (HOD 1000-1800) will be taught by faculty and adjunct faculty only.
   a. CRA students and master’s students may serve as T.A.s. for these courses in the traditional roles (graders, discussion leaders, exam proctors, occasional lecture/class leadership, etc.).
   b. In the case of CRA students who have previously served as a T.A. for the course, it is recommended that they subsequently be given additional teaching related responsibilities (preparation and primary delivery of a significant # of lectures, oversight of the newer T.A.s).
   c. Specific assignments will be decided by the faculty instructor of record and the CRA student.

2. Co-teaching with a faculty member for non-core courses and University Commons Seminars may be available to CRA students, at the discretion of the faculty instructor for CRA students who have met the following criteria:
   a. Have previously served in a traditional T.A. role in the department, and
   b. Have completed or are currently enrolled in training toward a teaching certificate with the Center for Teaching, and
   c. Have the approval of the Director of the Undergraduate Program.
   d. Specific responsibilities will be negotiated between the faculty member and the CRA student.
   e. Students may co-teach with a professor on a voluntary basis as agreed upon by the professor and the student. However, if this assignment is intended to count as the student’s formal 10 hour T.A. assignment for the semester, it will need to be approved by the Associate Department Chair.

3. HOD departmental track courses, elective courses, and the internship course may be taught independently by CRA doctoral students, on an as needed basis, for those CRA students who meet the following requirements:
   a. Have had prior T.A. experiences in the Department, and
   b. Have successfully completed and defended their MAP, and
   c. Have received a teaching certificate from the Center for Teaching, and
   d. Have the approval of the Director of the Undergraduate Program and approval of the HOD faculty.
4. Due to HOD structural and Peabody political concerns, the opportunity for CRA students to develop and teach their own independent courses in HOD will not be available.

5. There are several resources for teaching assistants and supervisors posted on the Department’s Blackboard page and can be accessed via: Blackboard>> HOD Grad/Professional Programs>>Community Studies Meetings>>Mentoring Committee>>Resources for Teaching. The four documents include:
   a. Expectations for Graduate Assistants (Teaching and Research) and Their Supervisors (approved by HOD Faculty 2/10/2012)
   b. Sample TA Expectations
   c. Sample Teaching Assistant Form
      Links to teaching resources (HOD Teaching Info Handout draft 2/2012)
Appendix VII. 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”). Contributions should be sent to Lynn Westrom, 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 Lynn, know, at Lynn.Westrom@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). Particularly strong conference presentations or other papers may also be considered.

Selection process:

End of February - Call for nominations
March 5 – Nominations due (only need to identify student name and dissertation, thesis or paper title; do not need a nominating letter)
March 5 – Nominees told and asked to submit their entry
March 10– Submissions due: if the full paper is longer than 40 pages, a 10-page abstract (not counting Reference list) is required. Otherwise, nominees submit full paper. Also, encourage students to submit for outside dissertation awards. Review Committee will consist of 2 faculty with no advisory or coauthor ties to nominees + one former Newbrough Award winner.
March 20 – Two or three finalists selected to submit full dissertation, thesis or paper (if 10-page abstract was submitted).
March 25 – Committee reviews full drafts for selection process
April 5 – Committee deadline to select winner(s) and email brief bio of winner
April 10 – Winning name, paper title, and bio due to Dean’s Office

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.
Appendix VIII. Academic Calendar of the Graduate School 2016-2017

http://gradschool.vanderbilt.edu/academics/calendar.php
Any posted times are Central time

XIII. Forms: Can be downloaded from the CRA website:
http://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd_in_community_research_and_action/index.php

Also helpful, please find steps to graduation and forms at
https://gradschool.vanderbilt.edu/academics/forms_timeline.php (the Graduate School’s webpage for “steps to graduation” representing the requirements set by the Graduate School for completing your degree). Your program may have additional requirements.

All forms should be submitted by your program coordinator who will get the signature of your Director of Graduate Studies (DGS) and submit the form to the Graduate School. Forms you will find online, include:

- Annual Student Review
- Change of Advisor
- Change in Program of Studies
- Checklist for Graduation
- Completion of Master’s Thesis
- Intent to Graduate
- Graduate School Individual Learning Agreement (Use this form when registering for hours)
- Peabody Individual Learning Agreement (for readings & research, independent study, practicum, thesis or dissertation writing, or field work (Use this form only for department, file with the Graduate Secretary, and when NOT registering hours. If registering hours, please complete the Graduate School Individual Learning Agreement form)
- Program of Studies
- Request to Appoint Ph.D. Committee
- Request to Change Ph.D. Committee
- Request to Cancel and/or Reschedule Qualifying Exam or Dissertation Defense
- Request for Graduate Credit
- Request to Schedule Qualifying Exam
- Request to Schedule Dissertation Defense
- Request for Travel
- Results of Qualifying Exam
- Results of Dissertation Proposal
- Results of Dissertation Defense
- Sample format for the CV
- Transfer of Credit