COMMUNITY RESEARCH AND ACTION

2019-2020 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. 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.

Peabody College Ph.D. student policies, including Summer funding, use of professional development funds, parental leave, and other policies should be reviewed and can be found here:

https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/

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
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Mission Statement for the Department of Human and Organizational Development

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

HOD faculty, staff, and students strive to hold each other accountable to promote:
- People's rights, dignity, learning, and growth;
- Relationships based on caring and respect;
- Communities of inclusion and support; and
- Societies built on democratic participation, justice and equality.

DEPARTMENT AND CRA PROGRAM RATIONALE

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

PRINCIPLES OF SIMULTANEITY

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

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

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

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

Dimensions of Development Must Be Studied as Complements

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

Skills and Knowledge in Different Domains Must be Emphasized

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

PRINCIPLES OF CONTEXTUALISM

Development Must be Examined in the Context of Globalization

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

Development Must be Grounded in the Context of Specific Populations

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

Program Aims

The graduate program in Community Research and Action (CRA) in the Department of Human and Organizational Development (HOD) at Peabody College, Vanderbilt University, is an interdisciplinary program combining community psychology, urban sociology, human geography, and community development. It trains action-researchers committed to promoting social justice in rigorous theoretical analysis and research methods to prepare them for careers in academia, research, and public policy. The Ph.D. degree includes (a) a core set of courses covering community psychology, community development, ethics, inequality, diversity & social justice, public and community health, and organizational theory and change; (b) research methodology covering quantitative and qualitative methods, action research, field research, and program evaluation; (c) advanced content areas; and (d) minors that are designed individually, drawing from other departments and specializations within Peabody College (e.g., leadership and organizations, quantitative psychology) and departments and schools throughout the university (e.g., economics, sociology, divinity, nursing). Planning is done with the major professor and approved by the student’s committee. Students are expected to take a master’s degree as part of their doctoral studies. Students entering with a non-empirical master’s degree are expected to complete an empirical study. The program builds on the long-standing one in Community Psychology previously in the Department of Psychology and Human Development and reflects the move in the field to become interdisciplinary.

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

The Ph.D. in CRA is distinctive in its combination of community psychology, emphasizing rigorous applied research, and community development, emphasizing empirically grounded practice, with both emphases enriched by other social and behavioral science perspectives. "Research" and "Action" in CRA are not separate curricular or career tracks, but equal and inextricably linked areas of professional identity and expertise in the scientist-practitioner model. CRA is also recognized as the name of the main international professional society in community psychology, the Society for Community Research and Action (http://www.scra27.org/).

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

- The normative rationale for the program is the social integration function of community organizations, and of community itself, for addressing social problems at multiple levels.
The basic commitment of the program is to action research that seeks the development of community and transformation of its institutions for the promotion of life-long human development and health (both physical and mental).

The overarching conceptual framework throughout the program is ecological-systems theory, which permits a problem orientation that can (and should) traverse multiple disciplines (e.g., anthropology, economics, education, history, philosophy, political science, psychology, religion, sociology).

The primary focus is to understand community change (its ethics and processes) and to provide the knowledge base and necessary tools (both quantitative and qualitative) to inform and evaluate community action through the use of applied social research methods.

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

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

**Program Background**

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

CRA is also distinctive in terms of graduate training in community development. There are traditional community development graduate programs that are oriented to training professionals for work in agricultural extension. There are also some architecture and urban planning programs with a community development emphasis. A few have a psychologist or two on faculty. This is the first community development program, however, with an equal emphasis on community
psychology. It is also one of the few (particularly at the doctoral-level) with an urban community development focus. (Most programs in community development are at the master's level and/or have a rural sociology or agricultural economics focus.) Community development activities are initiated by government agencies, nonprofit organizations, resident groups, and public-private partnerships. Academic training in community development provides the knowledge and skills to analyze community problems, access and interpret relevant, valid, and reliable social research, and devise, organize, implement, and evaluate effective solutions. CRA focuses most heavily on the urban/suburban psychosocial, political, and physical environments. Economic and international development may be taken as elective courses.

**Program Requirements**

The Program is 72 credit hours structured in five sections:

- Core (15+ semester hrs.)
- Methods (15+ semester hrs.)
- Advanced Content/Minor(s)/Specialization Areas/Electives (30+- semester hrs.)
- Individual Projects: MS thesis, Internship, Dissertation (0-12 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).

   - **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): PhD in Community Research & Action, HOD Dept., Vanderbilt University  
(approved 3/2019)

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<thead>
<tr>
<th>CATEGORY:</th>
<th>COURSE #</th>
<th>COURSE TITLE (Faculty who teach &amp; may judge substitutions-SUBJECT TO CHANGE)</th>
<th>SEMESTER TAKEN</th>
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<td>CRA CORE (15-24 cr.)</td>
<td>HOD8000</td>
<td>CRA Proseminar (professional development)</td>
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<td></td>
<td>HOD8100</td>
<td>Theories of Inequality, Diversity &amp; Social Justice: Race, Class, Sexualities</td>
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<td>HOD7400</td>
<td>Community Intervention and Change</td>
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<td></td>
<td>HOD 8130</td>
<td>Public Policy Development and Advocacy</td>
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<td></td>
<td>HOD [NEW #]</td>
<td>Organization Theory &amp; Change</td>
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<td></td>
<td>HOD 8400</td>
<td>Action Research (2 sem. required unless in an active lab for at least 1 year)</td>
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CHOOSE AT LEAST 1 MINOR, SPECIALIZATION, OR CERTIFICATE PROGRAM (at least 3 courses each from HOD or any other dept. Examples include, but not limited to: Urbanization, Environment & Community Development; Education & Youth Development; Community Health; Quantitative Methods, Critical & Participatory Methods, etc.):

**DISCUSS WITH YOUR POS COMMITTEE**

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<th>Minor 1:</th>
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<th>Optional Minor 2:</th>
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METHODS (15+): CHOOSE AT LEAST 5 COURSES, MUST INCLUDE BOTH QUAL. & QUANT. (entering students must have passed undergrad stats or an equivalent web course)

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<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>HOD8810</td>
<td>Community Inquiry</td>
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<tr>
<td>PSY-GS 8858 or 8861</td>
<td>Graduate [Intro] Statistical Inference</td>
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<td>PSY-GS 8870</td>
<td>Correlation &amp; Regression Intro</td>
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<td>HOD 7500, EDUC8820</td>
<td>Qualitative Methods</td>
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<tr>
<td>HOD8820</td>
<td>Ethnographic Res. Meth. in Communities Evaluation Research</td>
</tr>
<tr>
<td>HOD8830</td>
<td>Critical Methods Development Project</td>
</tr>
<tr>
<td>HOD7500</td>
<td>Design &amp; Evaluation</td>
</tr>
<tr>
<td>HOD7700</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Qualitative or Quantitative Methods (HLM/MLM, SEM, Survey Research, Network Analysis, Eco.Assessmt. Meta-analysis, LCA, GIS):

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</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>
</tr>
</tbody>
</table>

FIELD EXPERIENCE, THESIS & DISSERTATION

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

Total Credit Hours for Ph.D.:

72

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). 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 by Fall 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. With the approval of your major advisor, POS committee, and DOS, 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</td>
<td>January 1 (end of 1st semester/beginning of 2nd semester – 1st year)</td>
<td></td>
<td></td>
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<tr>
<td>members at any time hereafter)</td>
<td>March 15 (1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form your POS committee</td>
<td>March 15 (1st year)</td>
<td></td>
<td></td>
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<tr>
<td>Discuss field experience w/Maj. Advisor</td>
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<tr>
<td>Update CV (send to advisor &amp; HOD graduate secretary)</td>
<td>April 1 (of each year)</td>
<td></td>
<td></td>
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<tr>
<td>Form thesis/empirical paper committee</td>
<td>April 30 (1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose or define at least one Minor (see p. 1)</td>
<td>April 1 (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><strong>Total number of credits currently passed (C or better, incl. transfer credits graded B or better, 72 required):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed all CORE courses (see p. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed all Minor courses (see p. 1)</td>
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<tr>
<td>Passed Intro &amp; Multivariate Statistics</td>
<td></td>
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<tr>
<td>Passed Qualitative Methods</td>
<td></td>
<td></td>
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<tr>
<td>Passed 6 Methods Courses (including Community Inquiry &amp; if using 2019</td>
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</tr>
<tr>
<td>POS, Action Research)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintain overall 3.0+ GPA (see Academic Probation in Graduate Catalog)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>TEACHING:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFT workshop participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA orientation and TA experience (by end of 2nd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>co-instruction [optional]</td>
<td></td>
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<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>
</tr>
<tr>
<td>Thesis/Empirical paper proposal approved</td>
<td>September 15 (start of 2nd year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s THESIS/Empirical Paper completed and approved</td>
<td>September 15 (start of 3rd year)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Form dissertation committee | December 15\(^{th}\) (3\(^{rd}\) year)
---|---
Qualifying Exam for Ph.D. candidacy (based on Major Area Paper (MAP): usually literature review related to diss. proposal) approved by PhD Committee | April 30 (3\(^{rd}\) year)
Dissertation proposal defense & approval | September 15 (4\(^{th}\) year)
List field experience\(^1\) partners & hours (approved by POS Committee): | Complete 600 total hours 6 months prior to dissertation defense (list start-end dates for each):
Deliver the dissertation and defend | Before end of 3 years after Qualifying Exam

\(^1\) 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>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director Signature</td>
<td>/ Date</td>
<td>Dean of Graduate Education</td>
<td>/ Date</td>
</tr>
</tbody>
</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, https://gradschool.vanderbilt.edu/documents/Format_Guidelines-rev_5-19.pdf, and

d) Be submitted to the Graduate School within their time guidelines https://gradschool.vanderbilt.edu/academics/theses/index.php

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
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 I 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 II 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 August after Year 1 and approved by September 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” https://gradschool.vanderbilt.edu/documents/Format_Guidelines-rev_5-19.pdf on the Graduate School website.

• The final master’s thesis or empirical paper is to be completed by the beginning of the 5th semester.

• 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: https://gradschool.vanderbilt.edu/academics/theses/index.php

Semi-annual Reviews of Progress in Mid-December and Late April

• Twice each year, in December and late April, the progress and performance of all current CRA students are reviewed and constructively evaluated by core CRA faculty. As needed, the faculty will use the CRA Professional Performance Review Requirements as a guiding framework or rubric (see Appendix X). After the April review, each CRA advisor will draft a feedback memo for each student with approval of their POS Committee and the Director of Graduate Studies. Only students requiring feedback in December will also receive a memo at that times.

• 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.

• After admission, students receive a memo on CRA Program General Student Requirements and Expectations (see Appendix X). 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 applied community studies 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.
<table>
<thead>
<tr>
<th><strong>Year 1</strong></th>
<th>If you enter the program without an approved masters thesis</th>
<th>If you enter the program with an empirical masters thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor (note: you may change advisors at any time by filing a change form)</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Program of Studies</strong></td>
<td><strong>Form POS Committee and meet by March 15;</strong> plan to complete the program in 5 years or less <strong>Submit DRAFT POS by April 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>Take CRA Proseminar, Community Inquiry, Theories of Inequality, Diversity &amp; Social Justice, Community Intervention &amp; Change, and 2 quantitative courses (or 1 quant. and 1 qual. course)</td>
<td></td>
</tr>
<tr>
<td><strong>Master's Thesis/ Empirical Paper</strong></td>
<td>Identify your topic, develop thesis proposal in Community Intervention &amp; Change course Spring Semester. <strong>Form POS and thesis committees by end of 2nd semester.</strong></td>
<td>Submit prior master’s thesis for approval by January 1; develop Major Area Paper proposal in Community Intervention &amp; Change course Spring Semester. <strong>Form POS committee by end of 2nd semester.</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Join an ongoing research team and start/develop your research ideas; link with your thesis or empirical paper research and class projects</td>
<td></td>
</tr>
<tr>
<td><strong>Conference</strong></td>
<td>Identify and attend at least one national conference in your field/area</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>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. <a href="https://cft.vanderbilt.edu/">https://cft.vanderbilt.edu/</a> Begin to think about a teaching portfolio; request assignments if appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Grant Proposal</strong></td>
<td>Consider submitting an NSF or NIH pre-doctoral proposal, or a small grant to support your thesis or other research.</td>
<td></td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Start to plan your field experiences, with your advisor by the end of the 1st semester. <strong>File contract with POS by March 15.</strong></td>
<td></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>
<tr>
<td>CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 2</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>If you enter the program without an approved masters thesis</td>
<td>If you enter the program with an empirical masters thesis</td>
</tr>
<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. Any changes to the original, approved by the 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.</strong></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-September; aim to finish thesis by 2nd Summer, if not sooner</strong></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. 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="https://cft.vanderbilt.edu/">https://cft.vanderbilt.edu/</a>. <strong>Think about your teaching portfolio; request assignments if appropriate.</strong></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>
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</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. Select your MAP topic and start working.</td>
<td></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>
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</tbody>
</table>
## CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 3

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Advisor/Program of Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></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 for annual review purposes. 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Finish most remaining courses and minors on POS. If you or your advisor request it, sign a contract with faculty supervisor about products and time line.</th>
</tr>
</thead>
</table>

| Master's Thesis/Empirical Paper | Completed and approved by mid-September; work to submit for publication; Work on other publications. |

| Research | Research should be at the core of your experience here. Continue as part of one or more research groups. Focus on your dissertation. |

| Teaching | Build your teaching portfolio; request assignments if appropriate. |

| Grant Proposal | Submit a fundable-quality grant proposal by the end of your 6th semester if not done earlier. |

| Presentations and Publications | Continue to present the findings of your research and submit manuscripts for publication. |

| Field Experience | Follow or modify your learning contract. |

| Candidacy/Dissertation | Select your MAP topic, and start working. Select dissertation committee by your 5th semester. Qualify for candidacy (by successfully defending your MAP) before the end of your 6th semester. Ideally also defend your dissertation proposal. |

| 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 4

<table>
<thead>
<tr>
<th>Year 4</th>
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</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.</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>
</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>Follow or modify your learning contract. Complete by Summer after Year 4.</td>
</tr>
<tr>
<td><strong>Candidacy/ Dissertation</strong></td>
<td>If not already completed, defend your dissertation proposal by early Fall of Year 4. Stay in touch with your dissertation committee.</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>
</tr>
</tbody>
</table>
### CRA Program Expectations with Timeline/Deadlines for Program Milestones Year 5

<table>
<thead>
<tr>
<th>Year 5</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Advisor/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>Courses</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 time line.</td>
</tr>
<tr>
<td>Research</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>Teaching</td>
<td>Build your teaching portfolio; request assignments if appropriate.</td>
</tr>
<tr>
<td>Grant Proposal</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>Presentations and Publications</td>
<td>Continue to present the findings of your research and submit your MAP and other manuscripts for publication.</td>
</tr>
<tr>
<td>Field Experience</td>
<td><strong>Complete 6 months prior to completion of dissertation.</strong></td>
</tr>
<tr>
<td>Dissertation</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>Note that the graduate school requires that you complete and defend your dissertation within 4 years of admission to candidacy.</td>
<td></td>
</tr>
<tr>
<td>Annual Review</td>
<td><strong>Submit materials to advisor and HOD graduate secretary by April 1</strong> (updated Graduate CV and Annual Review of Progress or Annual Student Review form).</td>
</tr>
</tbody>
</table>

If you 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](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 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.
1. 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 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 canceling/rescheduling exam, *and a new date is known*, (with rescheduled exam information).

    ➢ When canceling 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
  o 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.

- 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://www.vumc.org/irb/](https://www.vumc.org/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.
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.

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 Guideline.”).

The graduate is expected to publish the dissertation. See the Graduate School Catalog (https://www.vanderbilt.edu/catalogs/graduate/graduate-school/index.php) for details of this process.

• Final Defense of Dissertation

At least fourteen days before the end of the term in which the degree is to be conferred or by April 1 for May graduation, the candidate takes a final examination administered by the Ph.D. committee. The examination is on the dissertation and significant related material; the student is expected to demonstrate an understanding of the larger context in which the dissertation lies. The University community is invited to attend the final examination, which is announced in advance in the weekly Vanderbilt Register. 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).

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.

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 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 B.
- Transfer credits are required to fit into the student’s Program of Studies and to be judged equivalent to the Peabody/Vanderbilt course.
- Transfer elective credits are also expected to be equivalent.
- Ordinarily, 18 graduate credits may be transferred from other institutions; however, in very special cases, up to 48 credit hours may be transferred, provided all requirements listed here and in the “Transfer of Credit” section of the Graduate School Catalog are met.
Procedure for obtaining transfer credit:

- The student’s major advisor and POS committee is required to approve the transfer hours.
- The student is required to complete a “Transfer of Credit” form and turn it into the HOD graduate education coordinator, Sherrie Lane. *(See Forms)*
- 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.
- Once a student has been accepted in the CRA Program, she or he may not take courses at other universities for transfer credit, unless a course that is deemed necessary for the student’s professional development is not offered at Vanderbilt University in the time frame applicable to the student’s POS.
- If this is the case, the course shall be approved in advance by the student’s major advisor, CRA program director, HOD department chair, and the Dean of the Graduate School.

VII. Leave of Absence

- The Graduate School requires continuous registration except for summer sessions. Students who want to interrupt their graduate study must apply to the Department (the academic advisor and the chair). The Dean of the Graduate School will receive the request from the department for the authorized leave of absence. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the Graduate School and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement.

- Candidates who have passed the qualifying examinations or completed 72 or more hours of credit toward the Doctor of Philosophy degree are not usually granted a leave of absence, except in special circumstances (e.g., maternity or medical leave).

VIII. Financial Support

Assistantships

The CRA program offers full support (stipend and 18 hours tuition) for each of 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.
Peabody PhD Summer Funding Policy, Procedures, and Exceptions

The vision behind the provision of summer funding for Peabody PhD students is to ensure PhD students have a form of College summer support available to them to be engaged in research that advances their scholarly record, in the event that they are unable to secure any other summer funding. Students working on finalizing their dissertation research during the summer can utilize College summer funds, if no other source of summer funding is available. However, requests to utilize College summer funds to work on other expected milestones to complete the PhD program, such as the Major Area Paper, will not be considered. University policy limits students to working a maximum of 1,560 total hours in a calendar year (which covers spring semester, summer, and fall semester). Thus, the following limits apply:

- Fall & spring semesters: 20 hours/week, with exceptions considered for 29.5 hours/week
- Summer break: 20 hours/week, with exceptions considered for 40 hours/week

Peabody College Ph.D. student policies, including Summer funding, use of professional development funds, parental leave, and other policies should be reviewed and can be found here:

https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/

We underscore that students cannot exceed the 1,560 total work hours maximum in a calendar year. It will therefore be imperative that students specify how their work hours have been distributed (to be verified by the relevant Administrative Officer) for the calendar year whenever an exception to work beyond the 20 hours/week is submitted for consideration to the Associate Dean of Graduate Education.

Furthermore, whenever College summer funds are utilized, exclusively or in combination with grant or PI funds from their mentor/faculty supervisor, PhD students are limited to working 2 half-time summer months at 20 hours/week. If summer funding does not rely on College summer funds in any form, PhD students can work a maximum of 2.5 summer months at 20 hours/week or at 40 hours/week, if an exception is granted.

The procedure for requesting PhD College summer funds is detailed below, followed by typical examples of ways in which summer funds might be combined and examples of ways in which summer funds might be utilized (along with applicable limits).

Procedure for Requesting PhD Summer Funds:

1. The student should request use of College summer funds directly from their faculty mentor/supervisor by providing a written statement of the specific research they aim to accomplish during the supported summer time, detailing any additional funds they will receive for the summer and the responsibilities associated with those funds, and including a clear description of the total hours the student has worked during the spring semester and anticipates working in the upcoming fall semester.

2. The student’s faculty mentor/supervisor should carefully review the student’s request and, if they approve, should provide a brief written statement confirming the student is
in good standing, indicating that they are supportive of the student receiving the College funds to work on the noted research, and verifying that no alternative summer funds (e.g., grant and/or PI/faculty funds) are available to support the student.

3. The student and faculty mentor/supervisor should submit the written statements for consideration to the appropriate Director of Graduate Studies. Before approving, the Director of Graduate Studies must receive confirmation from the relevant Administrative Officer that the student accurately reported the total hours worked in spring and anticipated in fall (again, students cannot exceed working 1,560 hours in a calendar year).

4. Finally, the Director of Graduate Studies should then submit all of the approved documents for final consideration by the Associate Dean of Graduate Education, copying the relevant Administrative Officer.

**Typical Examples of Summer Funds Use and College Summer Funds Limits:**

- The student requests only College summer funds to work on agreed upon research with their advisor/supervisor, with an accompanying rationale confirmed by their advisor = limited to 2 half-time months (20 hours/week) of summer support.

- The student requests College summer funds to work on agreed upon research with their advisor/supervisor, with an accompanying rationale confirmed by their advisor, and is also provided summer support from the advisor’s/supervisor’s grant/PI funds = limited to 2 half-time months (20 hours/week) of summer support (however combined).

- The student does not request any College summer funds and instead will be supported solely by their advisor’s/supervisor’s grant/PI funds = limited to 2.5 half-time months (20 hours/week) of summer support.

**Exceptions**

In certain circumstances, the student may be granted an exception, to be approved by the Associate Dean of Graduate Education, to work up to 40 hours/week in the summer (e.g., if they have achieved doctoral candidacy or if no summer courses are taken). In such cases, they must be supported solely by their advisor’s/supervisor’s grant/PI funds, and no College funding is available. As another example, students who plan to work with Vanderbilt’s Program for Talented Youth may be granted an exception to work up to 40 hours/week. The Associate Dean for Graduate Studies will consider exceptions if a compelling rationale is provided, along with the other required approvals already in place.

For further details, please refer to the Employment Guidelines for On Campus Graduate and Professional Students (see [https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/](https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/))
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.

See [https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/](https://peabody.vanderbilt.edu/admin-offices/deans-office/college-policies/) 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**: The Graduate School must receive applications at least four 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.
• HOD Department
  o The HOD department maintains limited funding for the support of student conference travel.

• Graduate Student Council
  o The Graduate Student Council occasionally makes funds available to support student conference travel.
  o See the current GSC CRA student representative for information on available funds or check https://studentorg.vanderbilt.edu/gso/.

XI. Graduation

General Requirements

Submit intent to graduate to the Registrar’s Office through YES student portal. For step-by-step instructions on how to declare intent to graduate, please refer to this Yes User Guide document. The Graduation Confirmation User Guide provides additional instructions required for Commencement. Contact yes@vanderbilt.edu or 615-343-4306 if you need additional assistance. 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.

Intra-Term/End of Term Graduation Processing

The Office of the University Registrar (URO), in conjunction with the associate deans of all ten schools, have developed a new policy that allows students to graduate intra-term. The attached form, along with all other items on the checklist (see page 10 of Theses and Dissertations), must be completed and submitted to the Graduate School at least 10 business days prior to the requested conferral date. (See Forms)

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 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.

**CRA Student Representative to HOD Department**

- One CRA student each semester will represent the students at the monthly HOD graduate program meetings.

- This representative may be selected by the Community Programs Student Council or appointed by the DGS.

**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: [https://studentorg.vanderbilt.edu/gsc/](https://studentorg.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: https://studentorg.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 https://peabody.vanderbilt.edu/admin-offices/graduate-student-resources/peabody_graduate_student_association/associations.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: https://cft.vanderbilt.edu/

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.

- On the web: [https://www.scra27.org](https://www.scra27.org)

**Community Development Society (CDS)**

- The Community Development Society is a professional association where research and practice join to build community.

- CDS is a professional association for community development practitioners and citizen leaders around the world. CDS members represent a variety of fields: education, health care, social services, government, utilities, economic development practitioners, citizen groups, and more.


**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:
  
  o Apply the growing body of knowledge about conflict resolution and violence prevention.
Facilitate positive changes for victims and survivors of personal, community, and civil violence.

Advocate for basic human needs - including actions that decrease poverty, ensure ethnic and gender equality, increase work opportunity, promote healthy and sustainable environments, and achieve a wiser balance between human needs and military budgets.

Ensure that relevant information from psychology is used in local, national, and international public policy.

On the web: http://www.psysr.org/

**Urban Affairs Association (UAA)**

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

UAA exists to
- Encourage the dissemination of information about urbanism and urbanization
- Support the development of university education, research, and service programs in urban affairs
- Provide leadership in fostering urban affairs as a professional and academic field.

On the web: http://urbanaffairsassociation.org/

**Radical Psychology Network (RadPsyNet)**

The Radical Psychology Network seeks like-minded psychologists and others to help create a society better able to meet human needs and bring about social justice.

RadPsyNet wants to change society's unacceptable status quo and bring about a better world.

RadPsyNet wants to change the status quo of psychology, too. They challenge psychology's traditional focus on minor reform, because enhancing human welfare demands fundamental social change instead.

On the web: http://www.radpsynet.org/

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

On the web: www.spssi.org

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

**American Evaluation Association**


**The Society for Applied Anthropology**

- [https://www.sfaa.net/](https://www.sfaa.net/)

**American Sociological Association**

- [http://www.asanet.org/](http://www.asanet.org/)

**American Association of Geographers**

- [http://www.aag.org](http://www.aag.org)

**Society for the Study of Social Problems**

- [http://www.ssp1.org](http://www.ssp1.org)
XII. **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
- Graduate School Individual Learning Agreement *(Use this form when registering for hours)*
- Intra-term Graduation Form
- Peabody Individual Learning Agreement *(for readings & research, independent study, practicum, the 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
XIII. Appendices

Appendix I. CRA Core Affiliated Faculty
https://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd_in_community_research_and_action/cra_faculty.php

HOD Staff

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Appendix II. Important Dates to Remember

A few reminders are listed below; however, it is the student's responsibility to read the entire handbook and consult with their Advisors to ensure that all deadlines are met. Caution: Do not rely solely on this list. Check POS milestones (addendum to POS for updates)

By the end of your 1st semester:
   Identify your Major Advisor
   Consider and discuss faculty for 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 end of 1st year:
   Form your Thesis/empirical paper committee OR, get prior empirical masters thesis approved

By September 15 of year 2:
   Finalize Thesis/Empirical Paper proposal with thesis advisor and reader

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).

By the end of your 5th semester:
   Form your Dissertation committee

By the end of your 6th semester
   Deliver completed Grant Proposal
   Complete the Qualifying Exam (MAP)
   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/

Student Health Center https://medschool.vanderbilt.edu/student-health/

University Counseling Center https://www.vanderbilt.edu/ucc

Also see “Foster Your Personal Wellbeing” on GradLeaf 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/pec/immediate-crisis-

Appendix IV. College Resources

The Peabody Office of Professional and Graduate Education is dedicated to supporting students. See http://peabody.vanderbilt.edu/admin-offices/pogge/ 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 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.

• Bookstore: University Bookstore, 2501 West End Ave., 322-2994, or website: https://vanderbilt.bncollege.com/shop/vanderbilt/home

• 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: https://www.vanderbilt.edu/child-family-center/.


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

• Counseling Services: University Counseling Center, 2015 Terrace Pl, 322-2571, or website: www.vanderbilt.edu/ucc.


• E-mail (343-9999) 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/.

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

- Graduate Student Council: The Graduate School, 117 Alumni Hall, Box 7092 Station B, or website: https://studentorg.vanderbilt.edu/gsc/.


- Library Tours and Instruction in Use of ACORN: Leslie Foutch, Library Liaison, 343-7541 or Sharon Swoopes, Administrative Assistant, 322-8098, 322-8866, or website: http://www.library.vanderbilt.edu/peabody/index.php.


- Lost and Found: Vanderbilt University Police Department, 111 28th Ave., S., 322-2745, or website: http://police.vanderbilt.edu/services/lostandfound.php.

- Lost Student IDs: University Card Office, 2301 Vanderbilt Pl., 184 Sarratt Student Center, 322-CARD, or website: 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/; 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/.

- 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/.

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

Parking registration 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 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 vary and increase every academic year. 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, you must come to the office to order your permit.

Assistance: For additional assistance, contact the VUPS Parking Services office at (615) 322-2554.


- 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/internationallens/.

• 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://ctl.vanderbilt.edu/.


• Volunteer Activities: Office of Active Citizenship & Service, Sarratt, Rand Hall 305, 2301 Vanderbilt Pl., 343-7878, or website: https://www.vanderbilt.edu/oacs/.

• 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 2019-2020

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

Appendix IX. Statement of CRA Program Requirements

To: New CRA students
From: CRA Director and Faculty
Re: CRA Program General Student Requirements and Expectations
Date: June 3, 2019

The following is intended for all admitted students in the Community Research & Action (CRA) program. Students should carefully read the CRA Student Handbook (link below) for all Program requirements and milestone details. Thus, the following general principles are intended to augment rather than replace the CRA Student Handbook.

A. THE CULTURE IN COMMUNITY RESEARCH & ACTION

The CRA program provides an array of opportunities for research, teaching, and service related to community dynamics, broadly defined. In addition to intellectual pursuits, students are exposed to faculty mentoring, instruction, and support to foster thorough and timely completion of the requisite milestones, courses, and paperwork for successful program completion. These experiences will also help cultivate skills and strategies for professional interactions with faculty, staff, peers, and community partners. This section summarizes the requisite milestones, program assignments, expectations, coursework, accountability measures, and paperwork needed for successful matriculation in the CRA program. Detailed information is located in the CRA Student Handbook (https://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd-in-community-research-and-action/community-research-and-action-student-handbook/). Additional information on successfully matriculating through graduate school can be found at https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/.

Albeit important, coursework is only one component of the CRA program. Completion of the Ph.D. also encompasses other scholarly and professional expectations, interactions, and collaborations. Initially, students are expected to work with a major advisor to become proficient in research practices as they help complete projects determined by this faculty member. Assignment examples include completing literature searches, engaging in data collection and analyses, coding data, and writing academic papers for submission. Over time, success during this process can help students become intellectual partners with faculty in research. Participation in faculty research also helps hone crucial skillsets among students in preparation for timely completion of their own scholarly pursuits. As they progress through the CRA program, students will ultimately pursue their own research interests under the supervision of a major advisor. Students are also expected to fully participate in the life of the department by serving on at least one committee each year, and attending colloquia regularly and the annual CRA Conference.
Professionalism

Central to the CRA experience, students are expected to behave in a professional manner at all times during interactions with staff, faculty, community partners, undergraduate students, and peers. Professional behavior is as important to successful progress through the CRA program as course success, assistantships, and other academic metrics. Faculty will assist students as they develop and hone professional skills. Examples of expected professionalism include: cooperativeness with others; the ability to effectively work on teams; conflict resolution skills; and, the ability to take responsibility for one’s behavior and outcomes. Equally important, students are expected to be able to express feelings effectively and appropriately at all times. These expectations are detailed in a separate Professional Performance Review document which will be used in semi-annual student progress and performance reviews.

Major Advisor/Faculty Mentoring

Faculty mentoring provides one of the most effective avenues for program success. Before enrolling in the Program, each student will be matched with an initial faculty research advisor based on both faculty and student scholarly interests. (The Program Director serves as the academic advisor to all new students the first semester to ensure the correct first year courses are taken.) After the first semester, students usually keep their advisor, but they may identify a new CRA graduate faculty who agrees to serve as their advisor. In either case, from that point, their Major Advisor advises on both research and academic matters and assists students as they progress through the program and their mastery of the following:

- An understanding of interdisciplinary research, including a deep comprehension and appreciation of the multiple traditions from which seminal constructs and scholarly themes emerged in disciplines such as community psychology, sociology, human development, anthropology, and geography;
- A deep knowledge and understanding of the literature and conceptualizations that are central to their topics of interest; and,
- Mastery to develop clear linkages between seminal theories, existing literature, conceptualizations of concepts and research questions, needed data, and appropriate analytical approaches.

Although students can change major advisors at a later time due to a change in research focus or professional fit (faculty can also discontinue serving in this role), they are encouraged to spend the requisite time cultivating this important academic relationship.

B. PERFORMANCE MONITORING

Student performance and progress reviews at the end of each semester provide an opportunity for timely constructive feedback to students. Performance monitoring documents student successes as well as areas in need of improvement. This feedback is also valuable to help ensure accountability. Students’ advisors, PoS committees, and the DGS will ensure that students are informed about the review process and answer any questions that they may have.
C. MILESTONES

Faculty and staff will work diligently with students to complete the CRA program in a timely manner. Barring leaves of absence for dissertation fieldwork, health, or other approved reasons, students are expected to complete the three graduate program milestones, the Master’s thesis, Major Area Paper (MAP), and dissertation during the 5-year funded period (plus any dissertation grant or fellowship-funded time). Additionally, students are encouraged to maximize their summer months to accomplish their respective program goals. A summary of each milestone is provided below. Refer to the CRA Student Handbook for details.

Master’s Thesis
A master’s thesis [either a new one or a reviewed and approved prior thesis] is required to help students learn the various steps and pieces of an empirical research project and demonstrate their ability to complete a doctoral dissertation.

Major Area Paper (MAP)
To help foster clear, appropriate linkages between research, theories, and subsequent dissertation work, students must write an original review, critique, and synthesis (called the Major Area Paper) of the scholarly literature on the broader topic related to the planned dissertation. The MAP defense constitutes the Qualifying Exam for doctoral candidacy.

Dissertation
The MAP should inform and help justify the dissertation proposal, including a more targeted review of the literature, research questions, and detailed methodological and analytical plan. The proposal must be defended after the qualifying exam is passed. The dissertation represents the synthesis of students’ intellectual and professional knowledge in the CRA program. As such it should reflect the most rigorous scholarship the student can perform. Dissertations are expected to reflect as many of these criteria as possible:

- Theoretically grounded (whether students choose the “three paper option” or a more traditional dissertation)
- Interdisciplinary
- Mixed (qualitative and quantitative) research methods
- Community based (e.g., data collected in the community, participatory research, action research, informed by a community-based theory)
- Ecologically valid (e.g., multi-level, longitudinal, contextualized, or use of an analytical approach that reflects this emphasis)

Field Experience
Students are encouraged to strategically spread their required 600 hours of field experience evenly over their first 4 years and Summers and NOT attempt to satisfy them all as quickly as possible before learning all the skills and knowledge possible in the field NOR delay completion until years 4 and 5 when it will be important to concentrate on the dissertation. Up to 100 hours of the expected Program committee service may be counted toward the total.
D. COURSEWORK

The primary focus of the CRA program is to cultivate academically prepared, intellectually curious professionals who are prepared for an array of academic or non-academic careers. Although not the primary metric, successful completion of coursework is an important measure of program progress. Students should carefully follow their Program of Studies plan, work closely with their advisor, and participate in annual POS committee meetings for progress review and advisement on course selection, all milestones, and career plans. Additionally, they are expected to maximize each classroom experience, as the material will facilitate successful completion of program milestones. Mastery of all courses, particularly core courses, is crucial for success in subsequent areas of the CRA program.

E. RA/TA ROLES

Graduate research assistantships (RA) and teaching assistantships (TA) provide opportunities for students to cultivate valuable skills that may be transferable to subsequent careers. Students are assigned RA and/or TA posts that require a combined 20-hour commitment each week. To gain exposure to both research and teaching, students are usually assigned a combined 10-hour GA and 10-hour TA post each semester. In some instances, they may receive a 20-hour GA post or 20-hour TA post. Assignments are based on departmental needs and, if possible, student interests. Although specific time commitments are needed for accountability, students should take advantage of the training, practice, and supervision of each assignment and consider these positions intellectual, scholarly experiences rather than mere “hourly work.”

The most successful students: recognize RA/TA assignments as valuable parts of their professional development; approach these positions with intellectual curiosity and initiative to both learn and help implement the research assignment and/or course; can, over time, work relatively independently to complete such work; and, can, over time, become partners with faculty during these projects.

F. ENGAGING COMMUNITY PARTNERS

The nature of the CRA program provides opportunities for students to work closely with community partners during research and community service, especially through the field experience requirement (see milestones above). Many such organizations are long-time CRA community partners. Students are expected to take advantage of these relationships and positively engage our community partners. Students may interact community partners as a GA. In addition to receipt of supervision and support from the faculty contact, these students will receive feedback and/or direction from a site supervisor. These opportunities also represent more than “hourly work,” but enable students to garner valuable experience and field knowledge that can inform their careers long term. Students are expected to work closely with both their faculty and community partner supervisors to ensure successful, timely completion of assignments. The same evaluative measures used for GA assignments in general are used to measure GA assignments with community partners.
G. RESOURCES FOR STUDENT WELLNESS

As explained more fully in the CRA Handbook, we recognize the importance of student supports and wellness while you are pursuing demanding academic and career goals. If you are concerned about the health & wellness of yourself or one of your fellow students, please consult with your Program Director, Department Chair, HOD Graduate Coordinator, and/or Graduate School Life Coach. Here are just some of the resources available to you:

University Counseling Center https://www.vanderbilt.edu/ucc
Recreation and Wellness Center http://www.vanderbilt.edu/recreationandwellnesscenter/
Student Health Center https://medschool.vanderbilt.edu/student-health/

https://my.vanderbilt.edu/gradleaf/ including “Foster Your Personal Wellbeing” on GradLeaf: https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/

Appendix X. Rubric Used by Faculty to Evaluate Student Progress and Performance Reviews (PPR) in December and April

Overview of CRA Professional Performance Review Requirements

Students in professional preparation programs have numerous academic and professional requirements. The following sections outline requirements and expectations for performance and conduct conducive to becoming a doctoral level professional.

A systematic, developmental assessment of students is an ongoing part of the evaluation process in CRA. Expectations are consistent with professional standards of training. Students are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. CRA students, among all professional students at Peabody College, are expected to follow the rules and regulations of VU. This responsibility includes compliance with federal, state, and local laws as well as VU policies, procedures and codes of ethics of all relevant professional associations.

As students matriculate through the program and all courses, they are expected to behave in a manner that demonstrates fitness for professional roles. Specifically, students must demonstrate a sincere willingness to learn about and actively pursue the knowledge, competencies and behaviors that serve as the foundation for professional practice. This foundation requires a commitment to on-going personal and professional development, and demonstration of that commitment through self-reflection and responsiveness to faculty feedback throughout the curriculum, supervision of practice, and formative and summative evaluation.

Students in the CRA program are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. This responsibility includes all VU, Peabody College, Department of HOD, and CRA program policies and standards regardless of whether or not they are all listed in this handbook. Those who fail in this responsibility will be subject to disciplinary action, which may include dismissal from VU. At the onset of their academic program, it is the responsibility of each student to review all policies and seek any clarification needed from respective advisers.
An Overview of the Assessment Process

A systematic assessment of student performance and fitness for profession practice is conducted throughout students’ time in the program, at times in conjunction with course requirements, and at other times as a program matriculation requirement or graduation requirement. The assessment starts with admission to the program and continues with performance evaluations at the end of each semester or year leading up to graduation:

1. Screening of Applicants and Admission
2. CRA students are evaluated by CRA faculty twice per year at the end of each semester enrolled in the program. Students are routinely assessed and evaluated on demonstrated progress in the Program, knowledge, competencies, and behaviors in classes, outside classes, in the field, and throughout the entirety of the program.
3. Summative evaluation and satisfactory completion of major milestones, including MS thesis (or prior thesis), a funding proposal, field experience, qualifying exam (Major Area Paper and defense), dissertation proposal, dissertation.

Part of the assessment process includes CRA’s Professional Performance Review (PPR). The following details the PPR that was adopted by the CRA program within Peabody College of Education and Human Development at Vanderbilt University.

Professional Performance Review

The CRA Faculty holds commitments to many educational and community stakeholders, including students, community and professional partners, accreditation organizations, and the public. Lack of adherence to ethical training standards and selected personal characteristics and dispositions of professionals-in-training are known to be risks to ethical and professional practice. The purpose of the PPR process is to ensure that all graduates of the VU CRA program develop the requisite characteristics and dispositions to fulfill their future professional roles.

Professional Performance Review Standards

Students’ fulfillment of the ten categories of Professional Performance Review (PPR) is considered in classes, outside classes, in the field, and throughout the entirety of the student’s time in the program. Each student is evaluated at least annually by the combined CRA faculty. These categories include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention and adherence to ethical and legal considerations
10. Thorough and timely completion of required coursework, paperwork, and milestones for matriculation (see sections A-H above)
Faculty initiation of a PPR can occur when a student exhibits behaviors that demonstrate inability or unwillingness to perform in accordance with program standards or professional or ethical competency development. Examples below are indicative of such referrals, but may not represent the full range of behaviors that may be referred for performance review:

- An inability to communicate with others effectively leading to repeated complaints from supervisors, instructors, staff or peers
- Use of social media or other methods of communication that compromise the integrity of professional relationships
- Behaviors that place others at risk, including but not limited to poor personal or psychological boundaries leading to unethical or unprofessional practices
- Substance use that interferes with academic performance or field experience responsibilities
- Refusal to work effectively with faculty or other students
- Consistent inability or unwillingness to carry out academic and/or field experience responsibilities
- Consistent non-attendance, tardiness or missing assignment or paperwork deadlines that prompts repeated feedback from instructors or supervisors
- Inability to tolerate different viewpoints, constructive feedback, or supervision on areas of performance
- Lack of insight resulting in external blame of others or refusal to engage in review of performance that limits academic and professional effectiveness

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1 The PPR process was adapted and revised with permission from the Counselor Education program at The College of William and Mary, School of Education, Counseling Program in Williamsburg, VA. Information regarding examples of behaviors referred for PPR and portions of the formal review process are adapted from Eastern Michigan University’s Counseling Program. Both PPR processes have undergone professional and legal review. Additionally, VU General Counsel and the Associate Dean for Community Standards and Student Support have provided feedback on the PPR process.
Professional Performance Review Process and Procedures

Each PPR standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (Appendix X). For students receiving a rating below 4 on one or more of the PPR Standards, the following procedure will be enacted:

The Director of Graduate Studies will serve as Committee Chair of the formal PPR of all CRA students at the end of each semester. Detailed responsibilities of the Committee Chair are provided to CRA faculty members. A CRA faculty member may initiate a PPR at any time in collaboration with at least one other CRA faculty member. The initiating faculty member then serves to lead the process of collaboration with other CRA faculty members tasked with implementing the PPR. The Committee Chair at regular end-of-year PPRs and the initiating CRA faculty member outside of end-of-semester PPRs are each responsible for ensuring that documentation is uploaded to CRA PPR electronic files.

1. A student requiring a meeting for Notification of Professional Performance Concern (Appendix H) will be notified by his or her CRA faculty advisor within 30 days of the decision. The CRA faculty advisor will lead the meeting with the student. The CRA faculty advisor will contact the student, arrange and confirm the date, time, and place of the meeting, identify the performance concerns, and uphold the student’s rights during the meeting. During the meeting the student will have the opportunity to ask or clarify any concerns made and respond with any information that may assist in clarifying the issue or concern. The student may not appoint a proxy to fulfill this responsibility and may not have another individual accompany the student to the meeting.

2. If the student fails to show for the scheduled meeting, the faculty representative(s)** will attempt to contact the student to reschedule the meeting. If the student does not collaborate within 24 hours to reschedule the meeting, the faculty representative(s) may request assistance from appropriate resources which may include, but is not limited to staff in the VU Department of Human and Organizational Development and the Peabody College Dean’s office. “Faculty representative(s)” refers either to the faculty members who meet with and issue the Notification of Professional Performance Concern between regular PPRs or to the faculty members who meet with and issue the Notification of Professional Performance Concern for regular end-of-year PPRs. In either instance faculty representatives are enacting their role on behalf of the combined CRA faculty.

3. The student and the faculty representative(s) will meet to discuss the professional performance concerns. During this meeting, the faculty representative(s) will review with the student the Notification of Professional Performance Concern that will list the professional performance rating(s), provide an explanation for the rating(s), and describe the specific actions to be taken to improve the specific rating(s). Upon meeting with the student and student input, if revisions to the plan are made, revisions will be made to the Notification of Professional Performance Concern form and the form will be signed. Signatures of the faculty representative(s) and the student will verify their understanding of the concerns, the required follow-up actions, and the schedule for completing them. The faculty representative(s) will retain the original copy of the signed Notification of Professional Performance Concern to be uploaded to the CRA program PPR file(s). The faculty representative(s) will provide the student with a scanned or photo copy.
4. If a student receives more than one Notification of Professional Performance Concern during his/her program of study or fails to accomplish the plan resolving concerns in previous Notifications, he/she will be required to meet with a faculty representative(s) and his or her CRA academic adviser following the procedures described in #2-4 above. Depending upon the nature of the new performance concern(s) and/or the reasons for the student's failure to comply with previously determined action plans, the faculty representative(s) and the CRA academic adviser will determine if the performance concern needs to go to the full CRA Program Faculty for special review. If so, a special review will be conducted regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the CRA program.

5. The Notification of Professional Performance Concern plan may include, but is not limited to:
   - Require successful completion of a behavioral plan within a specified time with follow-up to determine if the issue(s) was addressed
   - Require that a course be repeated
   - Recommend a leave of absence or a medical leave of absence
   - Suspend the student for a specified amount of time with conditions for re-admittance to the program
   - Dismiss the student from the program

The student may appeal within five days of formal receipt of Notification of Professional Performance Concern. Appeals are made directly to the Department Chair of Human and Organizational Development. Additionally, in rare cases that a CRA student egregiously violates Vanderbilt University, Peabody College, HOD, or CRA policies, professional ethics, and/or laws, the student may be dismissed from the program immediately.
Appendix X - Professional Performance Review Criteria for Professional Performance Evaluation

Name of Student ____________________________  Today’s Date __________

NOTE: A rating below four (4) in any category automatically initiates a meeting and Notification of Professional Performance Concern as described in the PPR.

1. **Openness to new ideas** (rated from Closed [1] to Open [5] with examples of demonstrated behavior):

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<td><strong>Examples:</strong></td>
<td>Was dogmatic about own perspective and ideas.</td>
<td>Ignored or was defensive about constructive feedback.</td>
<td>Showed no evidence of incorporating constructive feedback received to change own behavior.</td>
<td>Was amenable to discussion of perspectives other than own.</td>
<td>Solicited others' opinions and perspectives about own work.</td>
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<td>Showed little effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td>Showed little effort to flex own response to changing environmental demands.</td>
<td>Showed no effort to flex own response to changing environmental demands.</td>
<td>Accepts constructive feedback without defensiveness.</td>
<td>Invited constructive feedback, and demonstrated interest in others' views.</td>
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<td>Showed little evidence of incorporating constructive feedback received to change own behavior.</td>
<td>Evidence of effort to incorporate relevant feedback received to change own behavior.</td>
<td>Showed little evidence of incorporating constructive feedback received to change own behavior.</td>
<td>Showed strong evidence of incorporation of feedback received to change own behavior.</td>
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<td><strong>Examples:</strong></td>
<td>Showed no effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td>Showed no effort to flex own response to changing environmental demands.</td>
<td>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</td>
<td>Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but inaccurate.</td>
<td>Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
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<td>Showed little effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td>Showed little effort to flex own response to changing environmental demands.</td>
<td>Flexed own response to changing environmental demands only when repeatedly directed to do so.</td>
<td>Effort to flex own response to changing environmental demands was evident but inaccurate.</td>
<td>Showed accurate effort to flex own response to changing environmental demands as needed.</td>
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<td>Effort to flex own response to changing environmental demands as needed.</td>
<td>Independently monitored the environment for changing demands and flexed on own response accordingly.</td>
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<td>Issue</td>
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<td>Was intolerant of foreseeable or necessary changes in established schedule or protocol.</td>
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<td>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. (Resentment may be present.)</td>
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<td>Attempts to understand needs for change in established schedule or protocol and avoids resentment.</td>
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<td>1</td>
<td>Discouraged feedback from others through defensiveness and anger.</td>
<td>Showed no engagement in collaborative activities.</td>
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<td>Engaged in collaborative activities but with continuous prompting to achieve minimum input.</td>
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<td>Accepted but would not initiate compromise in collaborative activities.</td>
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<td>Was willing to initiate compromise in order to reach group consensus.</td>
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<td>Worked actively toward reaching consensus in collaborative activities.</td>
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<td>1</td>
<td>Discouraged feedback from others through defensiveness and anger.</td>
<td>Showed no evidence of incorporation of supervisory feedback received.</td>
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<td>Showed little evidence of incorporation of supervisory feedback received.</td>
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<td>Showed defensiveness to critique through over-explanation of own actions (may demonstrate anger).</td>
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<td>Demonstrated a balanced willingness to give and receive supervisory feedback.</td>
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<td>Demonstrated greater willingness to receive feedback than to give it.</td>
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<td><strong>Examples:</strong></td>
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<td>Words and actions reflected no concern for how others were impacted by them.</td>
<td>Words and actions reflected little concern for how others were impacted by them.</td>
<td>Effort to determine how own words and actions impacted others was evident but inaccurate.</td>
<td>Effort toward recognition of how own words and actions impacted others.</td>
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<td>Misconstrued supervisory feedback about how words and actions were negatively impacting others.</td>
<td>Ignored supervisory feedback about how words and actions were negatively impacting others.</td>
<td>Responded to feedback regarding negative impact of own words and actions on others, but with communicated resentment.</td>
<td>Incorporates feedback regarding impact of own words and behaviors to effect positive change.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
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<td>Routinely making statements that contradict previous statements such that certain statements must be deemed untrue.</td>
<td>Routinely making statements that offer confusing or conflicting information.</td>
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<td>Clear communication and/or demonstrated awareness and ability to take responsibility for conflicting statements.</td>
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<td>Lacking psychological boundaries such that verbal disclosures include ethical or legal violations for the context or carry the risk of harming others.</td>
<td>Lacking psychological boundaries such that verbal disclosures impose undue responsibility upon clients or other students.</td>
<td>Lacking psychological boundaries such that verbal disclosures repeatedly include private details inappropriate to the environment and/or situation.</td>
<td>Exhibiting psychological boundaries such that verbal disclosures only include details appropriate to the environment or situation.</td>
<td>Skilled awareness and use of psychological boundaries in a variety of contexts.</td>
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<td>Was unable or unwilling to consider others' points of view.</td>
<td>Some attempt but difficulty grasping conflicting points of view.</td>
<td>Willing and able to consider others' points of view in effort to deal with conflict.</td>
<td>Highly motivated to seek out others' points of view in dealing with conflict.</td>
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<td>Showed no willingness to examine own role in a conflict.</td>
<td>Would examine own role in a conflict but only when directed to do so.</td>
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<td>Ignored supervisory advisement if not in agreement with own position.</td>
<td>Displayed limited responsiveness to supervision in a conflict.</td>
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<td>Showed no effort at problem solving.</td>
<td>Participated in problem solving but only when directed.</td>
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<td>Displayed hostility when conflicts were addressed.</td>
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7. **Ability to accept personal responsibility** (rated from Unable [1] to Able [5] with examples of demonstrated behavior):

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<td>Refused to admit mistakes or examine own contribution to problems.</td>
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<td>Lied, minimized or embellished the truth to extricate self from problems.</td>
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<td>Consistently blamed others for problems without self-examination.</td>
<td>Might blame initially, with limited self-examination about own role in problems.</td>
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<td>accepted own mistakes and responded to them as opportunity for self-improvement.</td>
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8. **Ability to express feelings effectively and appropriately** (rated from Unable [1] to Able [5] with examples of demonstrated behavior):

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<td><strong>Examples:</strong></td>
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<td>Inappropriate and extreme emotional reactions; or highly impulsive behaviors that put self or others at risk</td>
<td>Expression of emotional instability</td>
<td>Appropriate expression of emotions conducive to the environment</td>
<td>Skilled expression of emotions given normative or non-normative circumstances in which the individual has professional responsibilities</td>
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<td>Showed no evidence of willingness and ability to articulate own feelings.</td>
<td>Showed some willingness and ability to articulate own feelings, but with very limited range.</td>
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<td>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td>Showed some willingness and ability to acknowledge others' feelings but was inaccurate.</td>
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<td>Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>Expressions of feeling at times inappropriate to the setting.</td>
<td>Expression of own feelings was appropriate to the setting.</td>
<td>Highly motivated and with accurate ability to acknowledge others' feelings.</td>
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<td>Was very resistant to discussion of feelings in supervision.</td>
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<td>Initiated discussion of own feelings in supervision.</td>
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9. **Attention and adherence to ethical and legal considerations** (rated from Inattentive [1] to Attentive [5] with examples of demonstrated behavior):

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<td>Falsified data or deliberately distorted results of research.</td>
<td>Downplayed or failed to fully report pertinent information about research design, analysis, or interpretation.</td>
<td>Accurately and clearly reported all steps taken in research, including those that did not support hypotheses or that represent limitations.</td>
<td>Actively took steps toward open science – ensuring transparency and/or replicability.</td>
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<td>Acted with prejudice toward those of different race, culture, gender, or sexual orientation.</td>
<td>Demonstrated insensitivity to diversity in professional interactions.</td>
<td>Demonstrated sensitivity to diversity.</td>
<td>Actively seeks continuous education to hone sensitivity to diversity.</td>
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<td>Is not certified to conduct human subjects research, or let certification lapse.</td>
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<td>Knowingly breached established rules for protecting research participant confidentiality.</td>
<td>Used judgment that put research participant confidentiality at risk.</td>
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<td><strong>Examples:</strong></td>
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<td>Missed more than maximum allowed missed classes.</td>
<td>Missed deadlines for application to practicum or internship.</td>
<td>Met deadlines for application to practicum or internship</td>
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<tr>
<td>Missed deadlines for application to practicum or internship.</td>
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<td>Failed to meet minimal expectations in assignments.</td>
<td>Often failed to meet minimal expectations in assignments.</td>
<td>Only with extensive coaching met the minimal expectations in assigned work.</td>
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<td>Ignored faculty communication of concerns related to program coursework, paperwork, or milestones.</td>
<td>Responded to faculty communication but did not address concerns related to program coursework, paperwork, or milestones.</td>
<td>Responded and immediately addressed concerns related to program coursework, paperwork, or milestones.</td>
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Appendix X - Vanderbilt University
Community Research and Action Program

NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student): ________________________________

From: CRA Faculty

I. This is to notify you that your professional performance as defined in the Professional Performance Review Process (PPR) section of the CRA Student Handbook is rated below four (4) in the following area(s) circled/highlighted:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention and adherence to ethical and legal considerations
10. Thorough and timely completion of required coursework, paperwork, and milestones.

II. Description, observation, or events of concern within the area(s) circled above:

III. Performance Changes Required (describes specific performance changes needed in each area rated below a four (4):

IV. Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation)

V. Signatures (indicate that the student and faculty representatives have met to discuss this notification and that the student has received a completed copy)

Date: __________________

Student: _______________________________________________________

Faculty Representative: ____________________________________________

Faculty Representative: ____________________________________________