This handbook is designed for students accepted into Peabody College’s Community Development and Action Program. The handbook for 2014-2015 is a work in progress and we ask that students assist in producing a high quality document. We thank you in advance for taking time to share feedback, whether that means correcting typographical errors, changing or correcting content, or adding/deleting content. Please send feedback via email to the CDA Program Director and note “Handbook Feedback” in the subject section of the email. Documenting feedback will make the process of incorporating it into the next issue of the handbook more efficient.

In addition to reading this handbook, students are advised to read The Bulletin of Vanderbilt University: Peabody College Catalog (http://www.vanderbilt.edu/catalogs/) that corresponds to the date they are accepted into the program.

Please note: THOUGH STUDENTS WILL MEET WITH AND RECEIVE GUIDANCE FROM THEIR MAJOR ADVISORS REGARDING CDA REQUIREMENTS, EACH STUDENT IS RESPONSIBLE FOR KNOWLEDGE OF ALL INFORMATION INCLUDED IN THIS HANDBOOK, AND FOR KEEPING UP WITH ALL DEADLINES.

The Academic Calendar for Vanderbilt University may be found at: http://www.registrar.vanderbilt.edu/calendar.htm
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## Acronyms and Terms

<table>
<thead>
<tr>
<th>Core faculty</th>
<th>Core Community Studies Faculty</th>
<th>The professors most closely associated with the Community Studies group within the HOD Department at Peabody College. The Community Studies Group consists of the CDA and CRA Programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA</td>
<td>Community Research and Action</td>
<td>The Ph.D. program housed in the HOD Department.</td>
</tr>
<tr>
<td>HDC</td>
<td>Human Development Counseling</td>
<td>One of the M.Ed. programs housed in the HOD Department.</td>
</tr>
<tr>
<td>HOD</td>
<td>Human and Organizational</td>
<td>The department within Peabody that houses the CDA program.</td>
</tr>
<tr>
<td>LPO</td>
<td>Leadership, Policy &amp;</td>
<td>The department within Peabody College that houses several degree programs; CDA students often fulfill electives and skill requirements through courses offered by this department.</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Master of Education</td>
<td>The degree earned in the CDA Program.</td>
</tr>
<tr>
<td>POS</td>
<td>Program of Studies</td>
<td>Lists all courses and other requirements the student expects to complete and projects the time frame in which they will be completed.</td>
</tr>
<tr>
<td>RA</td>
<td>Research Assistantship</td>
<td>RA’s provide a stipend to students for work performed on research &amp; demonstration grants.  <em>See the Financial section of this handbook for more information.</em></td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistantship</td>
<td>TA’s provide a stipend to students for assuming teaching and administrative responsibilities in the department.  <em>See the Financial section of this handbook for more information.</em></td>
</tr>
</tbody>
</table>
Department of Human and Organizational Development Mission Statement

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

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

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

PROGRAM RATIONALE

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

PRINCIPLES OF SIMULTANEITY

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

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

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

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

Dimensions of Development Must Be Studied as Complements

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

Skills and Knowledge in Different Domains Must be Emphasized

We offer programs that cover the entire range of development, from the micro to the macro sphere in the private and the public sectors. Faculty and students alike strive to strengthen the relationship between their own concentration and other domains through the department colloquia, 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.
CDA Student Expectations and Responsibilities

Motivation and Dedication

As a student of communities and human development, you are expected to make a strong commitment to your education by recognizing the intention behind program goals and making an effort to learn and grow beyond the minimum degree requirements. You are expected to commit to your best work and maintain your personal integrity as well as the integrity of the program.

Participation in Departmental Events and Meetings

- The Assistant Dean of Professional and Graduate Studies, along with the directors of individual master’s programs preside over monthly Community Studies meetings. The timing of these meetings varies by semester. These are attended by graduate students, faculty and administrators who are interested in issues related to the graduate academic programs in the HOD department. CDA students are strongly encouraged to attend.
- The graduate academic programs utilize several standing committees to carry out important work. 1-2 CDA students serve as representatives of the program on each of the committees: Admissions, Curriculum, Minority Recruitment, Mediation, etc. Prompted in early fall by an email from the Director of Graduate Studies or the Graduate Secretary, you may sign up to serve on one or more committees. Most departmental meetings occur on Thursdays or Fridays.
- The HOD Department presents a colloquium series each semester. CDA students are invited both to present and attend colloquia. Attendance is highly valuable and strongly encouraged.
- Peabody College & HOD offer various social opportunities. Vanderbilt offers intramural leagues for many sports in which graduate students may participate. The CDA program sponsors the annual “NOT Bowling Alone” bowling night at the end of the spring semester. In addition, students across the department organize social events periodically throughout the semester.

College and University Resources

You are expected to take advantage of resources and learning opportunities throughout the college and university.
- The Peabody Library holds workshops on programs, and computer and print resources.
- There are many libraries on campus available for focused work in certain disciplines (Peabody, Divinity, Business, Law, etc.).
- The Center for Teaching holds classes and seminars on a variety of topics related to teaching (for those of you interested in teaching or teaching assistantships).
- The Peabody Career Center offers career services, coaching, and networking: (http://peabody.vanderbilt.edu/Microsites/Offices/Peabody_Career_Center.xml)
- Many other university resources and services can be found through the Vanderbilt website and departmental faculty and staff.
CDA Program Introduction

Aims

The master’s degree in Community Development & Action (CDA) offers professional preparation for leadership in community and human services organizations and institutions. The coursework is designed to be a combination of theory, research and practice material that prepares the student as a "Reflective-Generative Practitioner" (Dokecki). Graduates of the CDA program can work in community organizations, governmental agencies, and development institutions. Some have continued on to further postgraduate degrees in various fields; future study might include Social Work, Law, Public Health, Community Development, and social sciences such as Psychology, Anthropology and Sociology.

Background

CDA is the newest of the HOD graduate programs, accepting its first students in 2001. The program trains professionals seeking to foster developmental change in human communities. We analyze development as freedom to choose among opportunities for realizing our human potential. We seek people with the intellectual drive and creativity to pursue the link between analysis and action. In the late 20th century, public sector investment in community development increased life expectancy from 46 to 65 years, dropped infant mortality from 149/1000 to 64/1000, elevated literacy from 42% to 73%, and saw the number of democracies in the world increase from 42% to 61%. In the 21st century, communities are struggling to sustain these achievements as the public sector shrinks and the private sector is called upon to contribute. The CDA program equips you with the skills and knowledge to work on community development effectively in for-profit and not-for-profit settings. During some summers, a “fieldschool” in intercultural education is offered either internationally or domestically. Community and practicum placements in agency contexts help students learn to conduct primary and secondary data collection and analysis in order to design and implement interventions.

Curriculum

The overall curriculum consists of coursework, practicum, and a final assessment option. Coursework entails a minimum of 30 hours of required and elective classes in content areas such as community psychology, community development and urban policy, action research, global dimensions of community development, ethics, project design and evaluation, and consultation. Students are expected to enroll in a Professional Seminar their first semester. ProSem is designed to introduce students to the conceptual foundations of the program, the research and practice of major faculty, and the non-profit landscape of the Nashville community.

While course selection may vary according to the career objectives of the student and recommendations made by his or her major advisor, CDA students complete coursework designed for the purposes of:

- Developing competencies as a self-directed, life-long learner;
- Developing competencies in helping roles that the student may perform as a human services worker;
- Developing group relations competencies;
- Developing administrative and organizational competencies;
- Developing competencies as a change agent; and
- Developing research competencies upon which all the above depend.
**Advising**

Advising is considered a mentorship process within the CDA program. Advisors will be assigned after a student is admitted to CDA and has accepted the offer of admission. Students may change advisors at any time during the program using the advisor change form. Student questions regarding program matters will be regularly addressed throughout the first semester during the ProSeminar course. Student interests as well as faculty capacity will be considered during the process of matching students with advisors.

**Review of Progress for Second-Year Students**

For the purpose of ensuring that students are gaining all they can from their Program of Studies, a second-year review of progress is conducted at the beginning of fall semester by the student and his or her advisor. The review of progress consists of a discussion of coursework, field experience, guidance and support, in addition to progress towards degree requirements and teaching experiences.

The Review of Progress findings are to be documented and signed by both the student and the advisor. It is the student’s responsibility to initiate any paperwork necessary as a result of the review, e.g. completion of a Change in Program of Studies form.

In preparation for this review, students are expected to submit an updated resume to their advisor by September 1st of their second year.

**Course Registration & Access to Academic Information**

Login using your VUNetID and password at [www.yes.vanderbilt.edu](http://www.yes.vanderbilt.edu) to register for classes and/or gain access to any academic information.
Program of Studies (POS)

The program of studies is a comprehensive learning plan with information regarding all of a student’s coursework, practicum assignments and final assessment option. It must be on file with the Peabody Registrar’s Office (with all required signatures) by March 15th of the first year in the program or by the time 12 credit hours of coursework have been completed. All students entering in the Fall will complete a draft of their program of studies within the ProSem course.

Coursework

Each student must complete a minimum of 30 hours of **graduate-level coursework**. The CDA core consists of 15 hours of required courses and an additional 6 hours of theory and 6 hours of skill building courses listed within the individual student’s program of study. The 30 hours is completed with the addition of a 3 hour course elective.

**Skill-Building and Theory Courses** – The recommended skill-building and theory oriented course options are listed on the program of study form (see appendix). *However, each student may, with prior approval from their advisor, elect to substitute specific courses outside the department to fulfill these requirements.* Substitutions are an important area of flexibility within the student’s POS. Each substitution must be accompanied by a specific rationale provided by the student and approved by the student’s advisor and incorporated within the POS.

**Concentration** - Those students who earn additional credit hours will have the opportunity to complete a “concentration.” A concentration consists of 6-9 credit hours in a related area. For example, students may choose to concentrate in the area of healthy schools, public policy or a variety of other context-specific areas related to community development. Concentration courses must be taken **in addition to the core/skill-building/theory courses** taken in the standard 30 hour program. **Concentration courses do not count toward the 30 hour M.Ed degree requirements.** The 3 hour elective course, however, can be chosen to coordinate with the concentration interest. Concentration courses are taken in addition to the standard curriculum within the community development and action program.

**Practicum** – This is a supervised field experience and a critical component to each student’s learning and development. Students must describe and explain, as a part of the POS, how specific practicum experiences will fit within the overall learning plan for this degree. Each student will complete a practicum plan as a component of a larger development plan to be completed within the ProSem course taken during the first year of the program. Practicum hours are a requirement for each student and include standard course work designed to support and enrich the student’s initial practicum experience. Many students desire to continue their practicum experience beyond their initial 3 hour course requirement. Practicum hours are available for enrollment both Fall and Spring semesters.

Final Assessment

Students will elect between three final assessment options: thesis, final project or comprehensive exam. Those electing to write a **thesis must remain a student for a minimum of four semesters and enroll** in two preparatory courses; HOD 8810 Community Inquiry and HOD 7400 Community Intervention and Change or an equivalent preparation course offered by the HOD department. Students choosing the thesis option may elect to take additional credit hours by enrolling in HOD 7999 Master’s Thesis Research.

**Final Project** - Those electing to complete a final project **must remain a student for a minimum of four semesters**. Students must also follow the timeline for this option, (pg. 23) explained within the CDA handbook.

**Comprehensive Exam** - Those electing to take the comprehensive exam must take this exam during their final semester as a CDA student over the pre-determined weekend dates set by the university. This option is available
to all students regardless of number of semesters enrolled. A written declaration of intent must be made a semester prior to taking the comprehensive exam.

Filing and Changing the POS

Students are expected to file an approved Program of Studies by March 15th of their first year or upon completion of 12 graduate-level credit hours at Peabody. Once the advisor approves the POS, the form is submitted to the CDA Program Director for final approval. Once the Director approves, copies are distributed to the HOD Department Chair and the Dean of Peabody College. A change in POS can only be initiated by the student. This is accomplished by submitting a Change of Program form signed by the student, the student’s advisor and the CDA Program Director and maintained by the HOD Departmental Graduate Secretary. The conferring of a degree of M.Ed is contingent upon the final transcript and an approval of the Program of Studies.

Please see all forms in the appendix of this handbook as a specific guide to the handbook requirements.
**Practicum**

The CDA practicum is a supervised field experience of a minimum of 300 hours. Approximately 100 hours will be scheduled during the Spring while enrolled within the HOD 6600 Pre-Practicum for Community Development and Action. The purpose of practicum is to gain experience in the application of foundational community development principles and course work within the framework of a “Reflective Generative Practitioner” model. The HOD 6600 Pre-Practicum course is designed to ensure that students receive specific feedback to build professional skill sets and are introduced to key practice readings in the areas of organization development, change and group leadership.

Most frequently, these experiences take place in off-campus organizational or public agency settings, but may also take other forms. Over some summers, the Department of Human and Organizational Development (HOD) offers a Fieldschool in Intercultural Education, which can also, with prior approval, be counted toward practicum requirements. Key elements of practicum are set out below.

- The focus can be applied research, program planning, administration, or something else of relevance to the student’s professional and human growth.
- The timing, placement, and exact nature of the work should be planned by the student and his or her practicum advisor.
- The practicum is intended to be flexible so as to best fit with the student’s particular experience, goals and aspirations. It may involve a series of brief or part-time experiences or may take the form of a more intensive internship.
- The student must keep a detailed log of all activity intended to count toward the practicum requirement. Prior to beginning a practicum experience, the student must file a Practicum Learning Plan and Contract (see appendix). A Practicum Report (see appendix) must be completed at the conclusion of each practicum project/experience (or at the close of each semester for long-term placements). Guidelines regarding these documents can be found in the appendix to the CDA Handbook.

**First Year CDA Program Support**

First-semester CDA students are required to enroll in HOD 6100: Becoming an Agent of Change (ProSeminar). Familiarization with the Nashville community and discussion regarding practicum placements and aid in initial contact can take place as part of this course. Students will generate a broad development plan at the end of HOD 6100 that contains a Program of Study and a practicum placement plan. Practicum support will continue within the second semester as students enroll within the HOD 6600 Pre-Practicum course. It is expected that students will have their practicum location chosen and will be ready to enter the organization by the second semester of their first year within the program. All practicum documents will be turned in to the Pre-practicum instructor and the instructor will be responsible for holding students accountable for practicum work.

**Practicum Advisor** - Prior to the end of HOD 6600, students are asked to choose a practicum advisor for their remaining practicum hours (this is usually the student’s program advisor). Each practicum advisor will receive feedback regarding the student’s initial experience during their spring semester while enrolled within HOD 6600 Pre-Practicum. All practicum documents will be reviewed by the HOD 6600 instructor and completed by each student upon completion of the class. The practicum advisor will conduct at least one meeting with the student’s organization supervisor over the course of the semester: once during the placement process and once at the close of the semester. It is anticipated that formal practicum hours will be completed by the end of the student’s third semester within the program.
Whether or not students remain in the same practicum placement, during the Spring of the first year through the Summer or Fall of the second year, practicum documents are required to document formal practicum hours. All practicum documents are found in the appendix of this handbook.

The following are suggestions for potential practicum roles:

- **Community Agency Administrator:** for students who have some supervisory experience in agencies and want to focus on the strategic planning, management, and fundraising roles of organizations.
- **Community Development Specialist:** for students who plan to do hands-on community organizing. Positions are with governmental and non-governmental organizations that organize at the community of municipality level to work with citizen groups.
- **Community Service Specialist:** for students who plan to work with direct service delivery in a variety of community organizations and capacities.
- **Project Planning and Evaluation Specialist:** for students who intend to go into the field of designing community intervention programs and evaluating their efficiency and effectiveness.
- **Public Health Administration:** for students desiring to work in a management position within the field of health services.
- **Religious Organization Administrator:** for students interested in working in faith-based service settings and organizations.
## Sample Concentrations for CDA Students

<table>
<thead>
<tr>
<th>Leadership and Management</th>
<th>International Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPO Learning Organizations</td>
<td>LPO Education and Economic Development</td>
</tr>
<tr>
<td>LPO Organizational Development</td>
<td>LPO International Orgs. and Economic Development</td>
</tr>
<tr>
<td>LPO Leadership and Organizations</td>
<td>LPO International Issues in K-12</td>
</tr>
<tr>
<td>LPO Leadership and Marketing</td>
<td>MGT or DIV Project Pyramid</td>
</tr>
<tr>
<td>LPO Grants, Policy, and Administration</td>
<td>Other offerings in the following areas:</td>
</tr>
<tr>
<td>LPO Learning and Performance in Orgs.</td>
<td>ANTHROPOLOGY</td>
</tr>
<tr>
<td>LPO Analyzing Org. Effectiveness</td>
<td>SOCIOLOGY</td>
</tr>
<tr>
<td>LPO Human Resource Planning</td>
<td>ECONOMICS</td>
</tr>
<tr>
<td>LPO Leadership Theory</td>
<td>POLITICAL SCIENCE</td>
</tr>
<tr>
<td>MGT Strategic Management</td>
<td>HISTORY</td>
</tr>
<tr>
<td>MGT Managerial Finance</td>
<td>REGIONAL STUDIES</td>
</tr>
<tr>
<td>MGT Ethical Leadership</td>
<td></td>
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<tr>
<td>MGT Introduction to Entrepreneurship</td>
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</tr>
<tr>
<td>MGT Marketing Management</td>
<td></td>
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<tr>
<td>MGT Leading Change</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>Public Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD High Poverty Youth</td>
<td>LPO Policy Economics</td>
</tr>
<tr>
<td>LPO Education and Economic Development</td>
<td>LPO Grants, Policy, and Administration</td>
</tr>
<tr>
<td>LPO International Issues in K-12</td>
<td>LPO Policy Seminar</td>
</tr>
<tr>
<td>LPO Politics and the Governance of Education</td>
<td>LPO Public Leadership</td>
</tr>
<tr>
<td>LPO Comparative Issues in Higher Education Policy Reform</td>
<td>LPO Politics and the Governance of Education</td>
</tr>
<tr>
<td>EDUC Social and Philosophical Aspects of Education</td>
<td>LPO Comparative Issues in Higher Education Policy Reform</td>
</tr>
<tr>
<td>EDUC Cultural Diversity in American Education</td>
<td>Other offerings in:</td>
</tr>
<tr>
<td>EDUC Diversity and Equity in Education</td>
<td>LAW</td>
</tr>
<tr>
<td>EDUC Parents, School, and Community</td>
<td>SOCIOLOGY</td>
</tr>
</tbody>
</table>
Final Assessment Options

CDA students are required to complete, at a minimum, 30 hours of coursework, 300 hours of practicum work, and one of the three final assessment options: master’s thesis, final project, or comprehensive exam.

- The *master’s thesis* is an experience in independent scholarly research which is intended to contribute to the field of community development.
- The *final project* integrates the CDA core philosophy, coursework, and field experience. The student will communicate meaningfully how these three elements are related and how they have contributed to his/her personal and professional growth during the project’s life span.
- The *comprehensive exam* is an in-depth writing experience intended to display the student’s full understanding of the material covered by the CDA degree program and to encourage the student to think critically about this material.

Each option provides the student with a different method of expressing what he/she has learned and how to apply it. Each student should speak with his/her major advisor upon matriculation to discuss which assessment option is appropriate. Because the thesis and final project options require a great deal of preparation, a student must plan to stay in the program for four semesters. Students graduating in three semesters and/or those who transfer in 6 hours with the intention to graduate within three semesters must choose the comprehensive exam option.
## THESIS OPTION

<table>
<thead>
<tr>
<th>Description</th>
<th>The master’s thesis is an experience in independent scholarly research which is intended to contribute to the field of community development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credit</td>
<td>The student may earn academic credit while developing his or her thesis through HOD 8810 Community Inquiry (Required - 3 credits), HOD 7989 Thesis Development Seminar or course equivalent (Required - 3 credits) &amp; HOD 7999 Masters Thesis Research (Optional - 3 credits)</td>
</tr>
<tr>
<td>Proposal</td>
<td>A proposal must include an introduction, problem statement, literature review, and description of methodology to be used. The student must also include for the committee a detailed plan and timeline demonstrating how he/she will go about the research and finish in the proposed time limits.</td>
</tr>
<tr>
<td>Committee</td>
<td>The committee consists of the thesis chair and a minimum of one other faculty member who will serve as a reader. The chair must be a Community Studies core faculty member. Faculty from other departments in the college/university whose expertise relates to the content of the thesis paper may be invited to serve on the committee.</td>
</tr>
<tr>
<td>Format</td>
<td>Formatting guidelines are available from the office of the Dean of Peabody College. Students who choose this option must contact the Dean’s Office one semester prior to graduation to ensure all format requirements are clearly understood.</td>
</tr>
</tbody>
</table>
| Fall I | Enroll in Community Inquiry  
Develop thesis topic/idea with guidance of faculty member  
Officially declare exercise of the thesis option by Dec. 20th of first semester |
| Spring I | Enroll in Thesis Development Seminar (Community Psychology)  
Select and secure 2 faculty members to serve on your committee by April 30th (turn in committee commitment form); one must agree to be the committee chair |
| Timeline |  
**Fall II**  
Write and submit a thesis proposal to your committee chair by the end of the first week of the semester  
Meet with committee chair two weeks after proposal submission for review, revision, and to schedule a proposal meeting with the full committee  
Meet with full committee  
Submit proposal to the IRB if work involves human subjects  
Draft all chapters in consultation with committee chair  
Obtain Bluebook (thesis regulations) from the Dean’s Office  
**Spring II**  
Submit draft to committee chair for review by end of sixth week of the semester  
Meet with committee chair as necessary  
Defend thesis (four weeks before the end of the semester)  
Incorporate feedback and submit final copy to the Dean’s Office |
| Assessment | The thesis will be evaluated by the committee and a grade of “pass with high distinction,” “pass,” or “fail,” will be awarded. The thesis must be approved by a minimum of the thesis chair, the CDA Program Director, and the HOD Department Chair. |
# Final Project Option

<table>
<thead>
<tr>
<th>Description</th>
<th>The Final Project integrates the CDA core philosophy, coursework, and field experience. The student will communicate meaningfully how these elements are related and how they have contributed to his/her personal and professional growth during the project’s life span.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>No Academic Credit</td>
</tr>
<tr>
<td>Proposal</td>
<td>The proposal must state the explicit objectives that the student seeks to accomplish through the project, how these will be performed, and a detailed timeline of events from present date through project completion and presentation. Objectives will be of two types: the student’s aims for him/herself regarding learning and growth, and the aims relevant to the organization or community with/in which the project is performed.</td>
</tr>
<tr>
<td>Committee</td>
<td>The committee will consist of at least one HOD faculty member and one representative (preferably the student’s supervisor) from the organization for which the project was completed.</td>
</tr>
<tr>
<td>Format</td>
<td>The project will vary in form from student to student; it must be designed and conducted within an organizational or community context, be strongly connected to the CDA theoretical underpinnings, and account for a minimum of 100 hours of the student’s practicum work. The project will be assessed on the basis of two components that must be of professional quality: a final document and a presentation. Many students will wish to work on their project while enrolled in HOD 6600 Pre-Practicum or take additional practicum hours. The document will be an in-depth description and evaluation of the project and experience, at least 25 double-spaced pages in length (including references):</td>
</tr>
</tbody>
</table>
| | • Part I: Contextual information  
| | Description of what was done  
| | Evaluation of the project’s effects  
| | Implications for the future  
| | • Part II: Descriptive summary connecting the work of the project with the theoretical foundations of the CDA program.  
| | • Part III: Concluding professional piece about the student’s personal growth & learning as a result of the experience.  
| | The presentation will be an oral representation of the components of the written paper; it will last approximately 25 - 30 minutes and will be open to the public. At minimum, each student’s presentation will be viewed by his/her committee and other graduate students. |
| Timeline | **Spring I**  
| | Declare exercise of this option by the end of spring semester year I.  
| | Submit a preliminary proposal to Practicum/Pre-Practicum instructor by the end of spring semester year I.  
| | **Fall II**  
| | Form your committee by the end of the 6th week of the semester; turn in committee commitment form.  
| | Submit a detailed proposal by the 8th week of this semester to your committee.  
| | **Spring II**  
| | Submit a rough draft of the paper to your major advisor by the end of the 4th week of this semester.  
| | Submit a revised draft of the paper to your committee by the 7th week of this semester (you should receive feedback within two weeks).  
| | Submit final paper for grade and/or remediation prior to formal presentation.  
| | One day per semester will be reserved for all graduating CDA students who choose this option to present their projects. |
| Assessment | During and after the presentation, attendees will ask questions of the presenter. After the presentation, the review committee will evaluate the student’s document and presentation, and assign a grade of “pass with high distinction,” “pass,” or “fail.” Your paper and presentation will be evaluated on the following broad components: |
| | • Quality of writing  
| | • Quality of presentation  
| | • Quality of community impact  
| | • Insightful evaluation of project outcomes and processes  
| | • Connection between CDA curricular foundations and the project (theory and practice)  
| | • Self assessment related to professional learning and growth. |
## COMPREHENSIVE EXAM OPTION

<table>
<thead>
<tr>
<th>Description</th>
<th>The comprehensive exam is an in-depth writing experience intended to display the student’s full understanding of the material covered by the CDA degree program and to encourage the student to think critically about this material.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credit</td>
<td>None</td>
</tr>
<tr>
<td>Proposal</td>
<td>None</td>
</tr>
<tr>
<td>Committee</td>
<td>None</td>
</tr>
<tr>
<td>Format &amp; Content</td>
<td>The exam is taken over a 72 hour period in which the student must write three essays. The essay prompts are written by the instructors of CDA core courses. The student will be given five prompts (and must choose three).</td>
</tr>
<tr>
<td>Timeline</td>
<td>The student must officially declare exercise of the comprehensive exam option by the following dates during his/her final semester: May 1 (summer graduation), September 1 (December graduation), January 15 (May graduation).</td>
</tr>
<tr>
<td></td>
<td>One weekend per semester is reserved for the comprehensive exam; all students wishing to graduate at the end of that semester must take the exam over the specified dates. The exam will be given over a weekend, one week after the middle of the term (the exam schedulers will take care not to schedule the exam over a religious holiday or other date of importance to large groups of students).</td>
</tr>
<tr>
<td></td>
<td>Upon receipt of the completed exam, a student will receive an automatic notice. The exam will be distributed to graders within two days of completion. Graders will return graded exams with comments to the graduate secretary within ten days of receipt of the exams. Student assessment forms will be supplied by the department to maintain a consistent approach to feedback. The graduate secretary will record the official grades and report them to the students and to the registrar’s office.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The finished exams will be evaluated by HOD faculty and will receive grades of “pass with high distinction,” “pass,” or “fail.” Students who fail all or part of the exam may retake all or part of the exam once.</td>
</tr>
</tbody>
</table>
Financial Support

Departmental teaching assistantships (TA’s) are awarded based upon a combination of academic merit, financial need, and work qualification criteria established by each department. These awards require part-time work serving as teaching assistants or assuming administrative responsibilities in the department, usually 10 hours per week. Students receiving assistantships are expected to be enrolled in a minimum of 9 hours per semester. Students receiving assistantships will receive a monthly salary.

Research assistantships (RA’s) are funded through research and demonstration grants.Typically, research assistantships provide a monthly salary to students for work performed in the student’s area of specialization on research and demonstration grants. Most Federal research grants provide at least some tuition support and require 10 hours per week.

The HOD Department provides limited conference travel support when a student is presenting a paper. The Peabody College Dean’s Office may provide limited conference travel support whether presenting a paper or not when justified. Students may apply through the CDA Program Director.

Vanderbilt offers student discounts for some software, see the following Website for more information: http://www.vanderbilt.edu/its/license/platform/student_p.html

Note: See financial aid on website page

Graduation

The University holds its annual Commencement ceremony following the spring semester. Degree candidates are required to have completed all curriculum requirements and passed all prescribed examinations by the published deadlines in order to participate in Commencement. Students may graduate only when the requirements in effect at the time the POS was signed are completed. Failure to file changes in the POS, which is the student’s responsibility, may delay graduation.

Before the published deadline at the beginning of the final semester, students are required to complete a Notification of Intent to Graduate form and submit it to the HOD Departmental Graduate Secretary. The Intent to Graduate form is available on the Registrar’s Website: http://peabody.vanderbilt.edu/registrar/forms.htm. During the final semester, graduating students receive a letter detailing any problems, such as incomplete grades or changes needed in the program of studies, which need correction prior to graduation. Students are advised to check with the Business Office and the University Library no later than two weeks before graduation to determine whether they have any outstanding fees or bills.

Students completing degree requirements in the Summer or Fall will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will appear on the diploma. Students not planning to participate in Commencement are expected to notify the Peabody Registrar’s Office one month before graduation. The Graduation in Absentia form is made available to students, by the Registrar’s Office, after they submit the Intent to Graduate form.
Honor Code

Graduate and professional students are subject to the jurisdiction of the student body that implements the Honor System in the graduate and professional schools: School of Graduate Studies Honor Council, Student Honor Council of the School of Medicine, Honor Council of the Law School, Divinity School Honor Council, Honor Council of the School of Nursing, Owen Graduate School of Management Honor Council, and Peabody Honor Council (for students in professional programs at Peabody College). Graduate and professional students must check with their individual schools or advisers for further regulations beyond procedures cited in this Handbook, which may affect their studies and observances of Honor Codes.

Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council.

Possible violations include but are not limited to the following:

- **Falsifying or cheating** on a report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, answer keys, discarded computer programs, the aid of another person on a take-home exam, etc.); copying from another student’s work; unauthorized use of books, notes, or other outside materials during “closed book” exams; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.

- **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one’s own work the work or ideas of another without properly indicating that source. A full discussion of plagiarism and proper citation is provided in the section below.

- **Failure to report** a known or suspected violation of the Code in the manner prescribed.

- **Any action designed to deceive** a member of the faculty, a staff member, or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.

- **Any falsification of class records** or other materials submitted to demonstrate compliance with course requirements or to obtain class credit, including falsifying records of class attendance, attendance at required events or events for which credit is given, or attendance or hours spent at internships or other work service.

- **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.

- **Use of texts, papers, computer programs, or other class work prepared by commercial or noncommercial agents** and submitted as a student’s own work.

- **Falsification of results** of study and research.
Honor Code applied to Preparation of Papers

- Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- Failure to indicate any outside source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

Students often have trouble distinguishing between privileged information and common knowledge. An idea is often considered common knowledge if it is encountered at least three times in separate sources during one’s research into a particular subject. (Reprints of one source do not constitute separate sources.)

Students should understand that sources of common knowledge can be plagiarized. Copying or close paraphrasing of the wording or presentation of a source of common knowledge constitutes plagiarism.

Students should realize that an act of plagiarism may include some degree of premeditation or may be the result of carelessness or ignorance of acceptable forms for citation. Regardless of intent or premeditation, the act is plagiarism and is a violation of the Honor Code. Students, therefore, must be conscious of their responsibilities as scholars under the Honor System, to learn to discern what is included in plagiarism as well as in other breaches of the Honor Code, and must know and practice the specifications for citations in scholarly work. The following examples illustrate the kinds of problems that can arise.

Common plagiarism mistakes:

(1) A change in wording:

STUDENT: The characters in *Othello* are both allegorical and realistic at once. Characters like Iago and Desdemona are recognizable both as persons and at the same time, demigods, devils and forces in nature.

KERNAN: His plays are both allegorical and realistic at once; his characters both recognizable as men and at the same time devils, demigods and forces in nature.

This is plagiarism because the ideas presented in both cases are the same, with the student adding only a few of his own words to alter Kernan’s original phrasing.

(2) Use of a catchy word or phrase:

STUDENT: In this paper I will discuss the allegorical elements in the play, the skeleton of ideas and actions with which the characters give meaning to the play.
KERNAN: I have discussed only the more allegorical elements in the play, the skeleton of ideas and formal patterns within which the characters must necessarily be understood.

This sentence constitutes plagiarism because the student used the catchy phrase “the skeleton of ideas.” Again, the student retains Kernan’s phrase and his ideas, changing only some of the wording.

(3) Undocumented paraphrasing:

STUDENT: It is Shakespeare’s achievement as an artist that he is capable of creating visions of life as people live it at the same time that he is able to understand life in terms of social and cosmic symbols.

KERNAN: Here is the essence of Shakespeare’s art, an ability to create immediate, full and total life as men actually live and experience it; and yet at the same time to arrange this reality so that it gives substance to and derives shape from a formal vision of all life that comprehends and reaches back from man and nature through society and history to cosmic powers that operate through all time and space.

This is paraphrasing, and unless acknowledged, it is also an act of plagiarism. Students must clearly indicate each use of paraphrasing with a reference technique suitable to the instructor.

Plagiarism extends to preparation materials as well. For example, should the student forget to note on research cards the source of material and then fail to cite the source when the paper or report is prepared, the student is still committing a plagiaristic act. Not knowing how or when to cite is not considered a sufficient excuse.

(4) Word-for-word copying:

STUDENT: . . . are both allegorical and realistic at once . . . recognizable . . . devils, demigods and forces in nature . . . the allegorical elements in the play, the skeleton of ideas . . .

KERNAN: . . . are both allegorical and realistic at once . . . recognizable . . . devils, demigods and forces in nature . . . the allegorical elements . . . the skeleton of ideas . . .

If the student had put Kernan’s words in quotation marks and properly cited them, there would have been no offense.

Plagiarism extends to preparation materials as well. For example, should the student forget to note on research cards the source of material and then fail to footnote the source when the paper or report is prepared, the student is still committing a plagiaristic act. Not knowing how or when to cite is not considered a sufficient excuse.

Source: [http://www.vanderbilt.edu/student_handbook/chapter-2-the-honor-system](http://www.vanderbilt.edu/student_handbook/chapter-2-the-honor-system)
Miscellaneous

Transferring Course Credit

Transfer credit must carry a grade of A, B, or P and is required to be earned at the graduate level only. Grades of P, S, etc. are to be documented as equivalent to a graduate level A or B. Transfer credits are required to fit into the student’s Program of Studies and to be judged equivalent to the Peabody/Vanderbilt course. Transfer elective credits are also expected to be equivalent. A maximum of six (6) credit hours may be transferred provided all requirements listed here and in the “Transfer of Credit” section of the Peabody College catalog are met. The student’s major advisor is required to approve the transfer hours, and the student is required to complete a Transfer of Credit form (see appendix).

Once a student has been accepted in the CDA Program, he/she may not take courses at other universities for transfer credit, unless a course that is deemed necessary for the student’s professional development is not offered at Vanderbilt University in the time frame applicable to the student’s Program of Studies. If this is the case, this course is required to be approved in advance by the student’s major advisor, CDA Program Director, HOD Department Chair, and the Dean of Peabody College.

Incomplete Grades

In the event that a unit of work is not completed because of verifiable extenuating circumstances such as illness, accident, death in the immediate family, etc., students may make written request for a grade of “I”. When submitting a grade of "I", the professor is required to indicate (in writing) the nature of the work yet to be completed, the course grade for work completed to date, and the relative weight of the incomplete work, and the time line for completing the work. All "I" grades must be removed prior to taking the comprehensive exam for non-thesis students and prior to submitting the thesis for students writing a thesis. Students wishing to request an incomplete grade need to complete a Request for Incomplete Grade form, which is available on the Registrar’s Website: http://peabody.vanderbilt.edu/registrar/forms.htm.

Degree Time Limits

All work credited for the master's degree must be completed within a six-year period.

Leave of Absence

Any CDA student who withdraws from the University or who drops out for one or more semesters (excluding the summer session) is expected to request a formal leave of absence. If granted, the leave of absence maintains the student’s eligibility to register in future semesters. Leaves are granted at the discretion of the department with approval of the Dean of Peabody College and are for a maximum of one year. Students who suspend matriculation without an approved leave will be required to reapply to the University and may be subject to new academic policies or new degree requirements, or both. Students whose leave has expired will be required to reapply to the University and may be subject to new academic policies or new degree requirements, or both. Request for Leave of Absence forms are available on the Registrar’s Website: http://peabody.vanderbilt.edu/registrar/forms.htm.
Academic Probation

Professional students are expected to maintain, at a minimum, a 3.000 grade point average (GPA). A professional student whose cumulative GPA falls below 3.000 is placed on academic probation and is required to achieve, as a minimum, a 3.000 GPA for the next semester (or summer session) at Peabody College. A student who is on academic probation may not receive a grade of Incomplete or take a course on a Pass/Fail basis. By the end of the second semester (or summer session) in which the student enrolls while on academic probation, he or she must achieve a cumulative GPA of 3.000 or be subject to dismissal from the college. Under certain circumstances, a student who has been formally dismissed may be readmitted to the college. The HOD Department Chair would be required to review and recommend for the Dean of Peabody College’s approval any request for readmission.

Leadership and Service 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). 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.

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 many 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 CDA students may wish to 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.

b. American Public Health Association “APHA” www.APHA.org
c. Community Development Society “CDS” www.comm-dev.org
d. Psychologists for Social Responsibility “PsySR” www.psysr.org
e. Radical Psychology Network “RadPsyNet” www.radpsynet.org
g. Urban Affairs Association “UAA” www.udel.edu/uaa
h. Society for Applied Anthropology “SfAA” www.info.sfaa.org
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Community Studies Core Faculty

Sandra Barnes – focus is on race, class and gender dynamics and how these dynamics influence experiences of residents in poor areas

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

David Diehl – sociology of education, organizational development & behavior, social networks

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

Craig Anne Heflinger – mental health services research on children, adolescents, & families

Velma McBride Murry – ethnic minority families and youth development and adjustment; community and sociocultural contextual processes; poverty and health disparities

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

Douglas Perkins – community participation, empowerment & development; environmental criminology; urban policy

Sharon Shields – community service, multicultural education

Beth Shinn – homelessness; assessing and changing social settings

Paul Speer – community organizing; substance abuse prevention; empowerment

Sarah Suiter – community-based health & mental health initiatives; program evaluation
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Affiliation Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Anderson</td>
<td>Economics</td>
<td>labor and economic development</td>
</tr>
<tr>
<td>Bruce Barry</td>
<td>Owen Graduate School of Management</td>
<td>workplace power and conflict, interpersonal behavior, management of social issues, business ethics, workplace rights, and social impact of technology</td>
</tr>
<tr>
<td>Casey Sumar</td>
<td>Vanderbilt Law School (Adjunct)</td>
<td>not-for-profit law</td>
</tr>
<tr>
<td>Tony Brown</td>
<td>Sociology</td>
<td>demography, quantitative methods</td>
</tr>
<tr>
<td>Daniel Cornfield</td>
<td>Sociology</td>
<td>labor movements, immigrant communities</td>
</tr>
<tr>
<td>Andy Finch</td>
<td>H&amp;OD</td>
<td>School Counseling Coordinator, substance abuse recovery, school counseling, school ecologies</td>
</tr>
<tr>
<td>Gina Frieden</td>
<td>H&amp;OD</td>
<td>human development counseling, multicultural education</td>
</tr>
<tr>
<td>Stephen Heyneman</td>
<td>LP&amp;O</td>
<td>community economic development, social capital, and education</td>
</tr>
<tr>
<td>Richard Lloyd</td>
<td>Sociology</td>
<td>urban sociology, sociology of culture, social change, new media technology, and social theory</td>
</tr>
<tr>
<td>Heather Smith</td>
<td>Human Development Counseling</td>
<td>counselor education and supervision</td>
</tr>
<tr>
<td>Melissa Snarr</td>
<td>Graduate Department of Religion</td>
<td>intersection of religion, social change and social/political ethics</td>
</tr>
<tr>
<td>William Turner</td>
<td>Human Development Counseling</td>
<td>African American communities, churches, and mental health services</td>
</tr>
<tr>
<td>Lynn Walker</td>
<td>Pediatrics, Psychology and Human Development</td>
<td>children’s coping with pain and disability</td>
</tr>
</tbody>
</table>
## Directory: Offices and Departments

### CENTRAL OFFICES

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td>201 Administration Bldg.</td>
<td>322-840</td>
</tr>
<tr>
<td>Office of the Assistant Dean of Professional &amp; Graduate Programs</td>
<td>216 Administration Bldg.</td>
<td>322-8400</td>
</tr>
<tr>
<td>Office of Records &amp; Registration</td>
<td>216 Administration Bldg.</td>
<td>322-8400</td>
</tr>
<tr>
<td>Office of Student Affairs</td>
<td>215 Administration Bldg.</td>
<td>343-694</td>
</tr>
<tr>
<td>University Registrar</td>
<td>Home Economics Bldg.</td>
<td>322-770</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Suite 100 Baker Bldg</td>
<td>322-669</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Admissions/Fin.Aid Bldg.</td>
<td>322-359</td>
</tr>
</tbody>
</table>

### DEPARTMENTS AND PROGRAMS

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human and Organizational Development</td>
<td>206 Mayborn</td>
<td>322-688</td>
</tr>
<tr>
<td>Leadership, Policy and Organizations</td>
<td>202 Payne</td>
<td>322-800</td>
</tr>
<tr>
<td>Psychology and Human Development</td>
<td>104 Jesup</td>
<td>322-814</td>
</tr>
<tr>
<td>Special Education</td>
<td>313 MRL</td>
<td>322-828</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>240 Wyatt Center</td>
<td>322-810</td>
</tr>
</tbody>
</table>

### OTHER

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody Computer Lab</td>
<td>130 Wyatt Center</td>
<td>343-186</td>
</tr>
<tr>
<td>Peabody Education Library</td>
<td>Peabody Library</td>
<td>322-809</td>
</tr>
<tr>
<td>Peabody Graduate Admissions &amp; Recruitment</td>
<td>215 Administration Bldg.</td>
<td>322-841</td>
</tr>
<tr>
<td>Peabody Career Center</td>
<td></td>
<td>343-359</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>Zerfoss Bldg.</td>
<td>322-242</td>
</tr>
<tr>
<td>Student Recreation Center</td>
<td></td>
<td>343-662</td>
</tr>
</tbody>
</table>
CDA PROGRAM FORMS
Program of Studies Form – M.Ed. in Community Development and Action (CDA)

Name: ___________________________________________  *Student ID: ____________
Date Filed: ____________

*Please note: Your Student ID is NOT your social security number. It is the number attached to your enrollment and is preceded by a series of zeros. You can find your number on YES (registration system). Please use this number. Social security numbers cannot be used.

Intended Final Assessment Option:
☐ Comprehensive Exams
☐ Final Project
☐ Master’s Thesis

Intended Concentration (if applicable):

_____________________________________________

CDA Course Requirements:
• 12 hours of required core courses
• 6-9 hours of theory courses
• 6-9 hours of skills courses
• 3-hour diversity course
• 30 total hours for M.Ed. without a concentration
• 36 total hours for M.Ed. with a concentration

<table>
<thead>
<tr>
<th>Designation</th>
<th>Course Number &amp; Name</th>
<th>Semester of Enrollment</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>HOD 6100: Proseminar: Becoming a Change Agent</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>HOD 8810: Community Inquiry</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>HOD 7210: Community Development Theory</td>
<td>Fall 2013</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>HOD 6600: Pre-Practicum</td>
<td>Spring 2013</td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td>HOD 8100: Theories of Inequality – OR – HOD 6500: Diverse Populations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Skill</td>
<td></td>
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<td>Skill</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
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<tr>
<td>Concentration (optional)</td>
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<tr>
<td>Concentration (optional)</td>
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</table>
I am planning to pursue a graduate certificate in another department.

Name of Certificate:
_________________________________________________________________________

Additional Course Requirements for Certificate (if any):

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Semester of Enrollment</th>
<th>Hours</th>
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Student Signature: _______________________________ Date: ______________
Advisor Signature: ______________________________ Date: ______________
CDA Director Signature: ________________________ Date: ______________
Dean’s Signature: _____________________________ Date: ______________

Student’s Current Mailing Address:
**Peabody College will send you a signed, official copy of your Program of Studies once it has been processed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Students are expected to file an approved Program of Studies by March 31st of their first year or upon completion of 12 graduate-level credit hours at Peabody. Once the advisor approves the POS, the student should take the form to the HOD Departmental Graduate Secretary (Sherrie Lane), who will obtain approval & signatures from the CDA Program Director, HOD Department Chair, and the Dean of Peabody College. The conferring of a degree of M.Ed is contingent upon the final transcript and an approval of the Program of Studies.

The course requirements for the CDA Master's degree program are as follows:

- 12 hours of required core courses
- 6-9 hours of theory courses
- 6-9 hours of skills courses
- 3-hour diversity course
- 30 total hours for M.Ed. without a concentration
- 36 total hours for M.Ed. with a concentration

Students who are enrolled fulltime should take the following required courses their 1st year:

I. Fall: Required courses for all cohort members (9 credit hours)

- HOD 6100 Pro-Seminar: Becoming a Change Agent (3 hrs.) Required
- HOD 8810 Community Inquiry (3 hrs.) Required
- HOD 7210 Community Development Theory (3 hrs.) Required

II. Spring: Required & Recommended courses for all cohort members (6 credit hours)

- HOD 6600 Pre-Practicum (3 hrs.) Required
- HOD Diversity, Theory and/or Skill Building classes (6 hrs.) *Students who intend to write a thesis or complete a final project are strongly encouraged to take HOD 7400 Community Intervention & Change during the spring of their first year. This course counts as a theory course.

In the 2nd year, students should take 6-9 credit hours per semester. These courses should fulfill the student's remaining diversity, theory, skill, elective, and (if applicable) concentration course requirements.

Examples of Theory Courses Include:

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Semester Typically Taught</th>
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<tbody>
<tr>
<td>HOD 7300: Ethics of Community Research &amp; Action</td>
<td>Spring</td>
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<tr>
<td>HOD 7100: Community Health Theory &amp; Practice</td>
<td>Spring</td>
</tr>
<tr>
<td>HOD 7600: Global Dimensions of Community Development</td>
<td>Fall</td>
</tr>
<tr>
<td>HOD 8200: Community Development &amp; Urban Policy</td>
<td>Fall</td>
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</tbody>
</table>

Examples of Skills Courses Include:

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<tr>
<th>Course Name &amp; Number</th>
<th>Semester Typically Taught</th>
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</thead>
<tbody>
<tr>
<td>HOD 6200: Program Evaluation</td>
<td>Fall</td>
</tr>
<tr>
<td>HOD 6250: Consultation in Human Service Settings</td>
<td>Spring</td>
</tr>
<tr>
<td>HOD 7710: Group Development &amp; Leadership</td>
<td>Spring</td>
</tr>
<tr>
<td>HOD 8100: Community Organizing</td>
<td>Spring</td>
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</tbody>
</table>
Examples of Diversity Courses Include:

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<tr>
<th>Course Name &amp; Number</th>
<th>Semester Typically Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD 8100: Theories of Inequality</td>
<td>Spring</td>
</tr>
<tr>
<td>HOD 6500: Diverse Populations</td>
<td>Fall</td>
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</table>

**Students may substitute a diversity course from another department; however, this course must be approved by the student’s advisor & the CDA director, and must cover multiple forms of diversity (e.g. race, class, gender, sexuality, ability, etc.)

**Taking Courses in Other Departments:**

- Students are allowed to take courses outside of the department to fulfill theory, skill, and/or concentration requirements.
- If a student wishes to take a course in another department within Peabody, the student only needs to register for that course and s/he would register for any other HOD course.
- If a student wishes to take a course in another department in another school (Divinity, A&S, etc.), the student should email the professor of that course, request permission to take the course, then (if permission is granted), forward the email to his/her Advisor and the CDA Director. The CDA director will then forward the email to the Peabody registrar who will enroll the student in the desired course.

**All courses taken for the fulfillment of CDA requirements must be graduate level courses.
**All courses taken for the fulfillment of CDA requirements must have clear connections with the CDA mission statement and program rationale.

**Concentrations:**

Students wishing to pursue a concentration are required to take at least 6 hours (2 courses) in addition to the 30 hours (10 courses) required for the fulfillment of the M.Ed. in CDA degree. Typically, the additional 6 hours will align with the elective course the student took in order to form a coherent area of specialization/concentration. There are not set concentrations (the student has the opportunity to design his or her own concentration), however, examples of concentrations include public policy, community health, and program evaluation.

**Graduate Certificates from Other Programs/Departments:**

A number of programs and departments at Vanderbilt offer graduate certificates in a specialized area. These certificates general require additional coursework and an additional final thesis or project. Students who are interested in pursuing a graduate certificate should contact the faculty person who directs the certificate program to learn about the requirements and should include those requirements in the designated location on the POS form.

**Changing the Program of Studies:**

Only the student can initiate a change in POS. This is accomplished by submitting a Change of Program form signed by the student and the student’s advisor to the HOD Departmental Graduate Secretary. The Departmental Graduate Secretary will obtain the CDA Director’s signature and will submit the form to the registrar's office.
Memorandum – Change to Program of Studies

To: Chair, Department of Human & Organizational Development

CC: Betty Lee, Registrar, Peabody College

From: ___________________________ Student ID# __________________

Date: ___________________________

Re: CHANGE TO PROGRAM OF STUDIES

I request that the modification listed below be made in my Program of Studies.

DELETE:

Course Number (s) Title Credit Hours

ADD:

Course Number (s) Title Credit Hours

APPROVED:

Student Date Major Advisor Date

Program Director Date Department Chair Date

Dean of Peabody College Date
Change of Advisor Form

Date: ________________________________

Student Name: ________________________________

Student I.D. #: ________________________________

Program Name: ________________________________

I am hereby formally requesting to change my major advisor in the Department of Human & Organizational Development. I have obtained the consent of the prospective new advisor.

I would like to change from current adviser __________________________ to prospective new advisor __________________________ upon the approval of the Program Director and Department Chair.

My reason for this request is as follows:

__________________________________________________________

I understand that upon reviewing this request, the program director will send me a written notification of the decision.

Student Signature Date Previous Advisor Signature Date

New Advisor Signature Date CDA Director Signature Date
# Review of Progress Form (2nd Year)

Student Name: ________________________________

Semesters in Program: __________________________

Expected Graduation: __________________________

<table>
<thead>
<tr>
<th>Progress Toward POS</th>
<th>Completed</th>
<th>Remaining</th>
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<tbody>
<tr>
<td>Coursework</td>
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<tr>
<td>Practicum</td>
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<td></td>
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<tr>
<td>Final Assessment</td>
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</tbody>
</table>

**Student Signature**

**Date**

**Advisor Signature**

**Date**

**CDA Director**

**Date**
# CDA PRACTICUM INFORMATION

## Basic Contact Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Organization</td>
</tr>
<tr>
<td>Cell Number</td>
<td>Site Manager Name &amp; Title</td>
</tr>
<tr>
<td>E-mail (if different from university)</td>
<td>Email</td>
</tr>
<tr>
<td>Emergency contact</td>
<td>Address &amp; Phone Number</td>
</tr>
<tr>
<td>On-site contact number</td>
<td>Secondary Contact Person (Senior Director)</td>
</tr>
<tr>
<td></td>
<td>web-site address</td>
</tr>
</tbody>
</table>

**Work Schedule:**
*Days & Times:*

**Work Duties/Orientation**
*General Description:*

---

**Practicum Manager**: ____________________________  
**Student**: ____________________________  
**CDA Director**: ____________________________  

**Date**: __________ 
**Date**: __________ 
**Date**: __________
LEARNING CONTRACT

Learning Goals:

Knowledge:

Skill:

Career:

Brief Description of Major Project and how it will contribute to the above learning goals

________________________________________

Student

________________________________________

Site Manager
CDA Practicum Learning Contract Instructions

Setting objectives for your practicum is a collaborative process resulting in an outcome that meets the needs of the student, the supervisor and the sponsoring organization. Your Practicum Learning Plan must provide clear objectives and realistic thinking about how this placement will facilitate achieving them. The plan must be signed by you, your supervisor, and your major advisor. You will be expected to revise the plan at least one time during the semester (in consultation with your practicum advisor’s deadlines).

Please include the following items your Practicum Learning Plan:

Student Name
Student Supervisor
Organization

Job Description

Knowledge Objectives
  Objective: What do you want to learn about?
  Activities: What resources/activities will help you learn?
  Evidence: What proof will illustrate achievement of this objective?
  Target Date: By when will you have achieved this objective?

Skill Objectives
  Objective: What do you want to learn how to do?
  Activities
  Evidence
  Target Date

Professional Objectives
  Objective: What professional competencies do you want to gain?
  Activities
  Evidence
  Target Date

Student Signature
Site Supervisor Signature
Practicum Advisor Signature
### CDA Practicum Log

Name: _________________________
Date Submitted: _________________
Cumulative Hours: _______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
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</table>

Total

Practicum Supervisor Signature: ___________________________ Date: _____________
# CDA Practicum Notes

<table>
<thead>
<tr>
<th>Date and Activity</th>
<th>Notes for Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>• What I did during the activity</td>
</tr>
<tr>
<td>Activity</td>
<td>• What I learned during the activity (skills)</td>
</tr>
<tr>
<td></td>
<td>• What I learned during the activity (applied theory)</td>
</tr>
<tr>
<td></td>
<td>• What I learned during the activity (experience)</td>
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<tr>
<td></td>
<td>• What I thought about the activity or organization</td>
</tr>
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<td></td>
<td>• Indications for the future</td>
</tr>
<tr>
<td></td>
<td>• Applications for new knowledge</td>
</tr>
<tr>
<td></td>
<td>• Other reflection</td>
</tr>
</tbody>
</table>
Final Practicum Reflection Exercise

CDA Students are required to submit a report on their practicum experiences at the time they submit their final assessments. The Practicum Report should be incorporated into final assessments as follows:

- **Comprehensive Exams**: Students who write comprehensive exams will write one question that describes & analyzes their practicum experiences.
- **Final Project**: Students who complete a project should include the following information in their final project papers. The information below may be incorporated into the text of the final project paper, or included as a 2-3 page appendix, depending on the student’s preference.
- **Thesis**: Student who complete a thesis should include the following information in a 2-3 page appendix.

**All students should submit their practicum logs when they submit their final assessments**

**Requirements for CDA Practicum Report**

1. **Project/Placement Summary, Background, Review of Success**: Provide a brief description and overview of your organization, your roles/responsibilities and any particular projects you took a main role on.

2. **Evaluation**:
   - Include an assessment of your success and describe how you evaluated your work:
     - Were the organization’s / supervisor’s / project’s goals achieved?
     - Were they done within the specified timeframe?
     - Were they done within budget?
     - Were the stakeholders satisfied? Etc.

3. **Learning**:
   - Describe your professional and personal learning and growth over the course of the experience.

4. **Conclusion**:
   - Conclude on your experiences, noting future directions you will take as a result of this experience. You may use some of the following questions in helping to formulate your sections:
     - What are the strengths and weaknesses of the organization/position/leadership?
     - What were your personal strengths and weaknesses?
     - What are the lessons you learned about managing and completing your assigned tasks?
     - What techniques did you use successfully?
     - What were obstacles that needed to be overcome?
     - What would you do differently next time?
     - What do you need to learn in the future to be more successful?
CDA Final Assessment Declaration Form

Name __________________________

Date __________________________

I choose the following final assessment option:

☐ Master’s Thesis: declare by end of second semester

☐ Final Project: declare by September 1st of third semester

☐ Comprehensive Exam: declare by May 1st (Summer), September 1st (Fall), or January 15th (Spring) of final semester

Student Signature  Date  Advisor Signature  Date

Director of CDA Signature  Date  HOD Dept. Chair  Date
CDA Thesis Committee Commitment Form

Students choosing the thesis track and thereby planning to write a thesis are expected to establish their Thesis Committee by April 30th of their first year in the program. The purpose of this form is to identify the persons serving on the committee.

Date: ________________________________

Student Name: _________________________  Student ID #: _____________________

The following persons have agreed to serve on my Thesis Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Signature</th>
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</table>

Committee Chair

**The committee consists of the thesis chair and a minimum of one other faculty member who will serve as a reader.

Student  Date  Advisor  Date

CDA Program Director  Date  Dean of Peabody College  Date
CDA Final Project Committee Commitment Form

Students choosing the final project option are expected to establish their Final Project Committee by the end of the 6th week of Fall II in the program. The purpose of this form is to identify the persons serving on the committee.

Date: ________________________________

Student Name: _________________________  Student ID #: __________________________

The following persons have agreed to serve on my Final Project Committee:

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<tr>
<th>Name</th>
<th>Department</th>
<th>Signature</th>
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</table>

Committee Chair

[Signature]

[Signature]

[Signature]

**The final project committee will consist of at least one HOD faculty member and one representative (preferably the student’s supervisor) from the organization for which the project was completed.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Advisor</th>
<th>Date</th>
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CDA Program Director

Date

Chair’s Signature

Date
HOD Department
Graduate Assistant Employment Application

Name: ________________________________

Program: ____________________________ Year in Program: _______________________

Phone Number: ________________________ Email Address: _________________________

Please indicate positions for which you wish to be considered:

□ Teaching Assistantship: ________________________________

(Indicate which of the HOD undergraduate major tracks you would be interested in teaching: Core Intro Classes, Health and Human Services, International Leadership and Development, Community Leadership and Development, Leadership and Organizational Effectiveness, Public Policy)

□ Research Assistantship: ________________________________

(Indicate your area(s) of research interest)

Please describe your previous work experience, especially experience in the subject matter of HOD undergraduate courses, teaching in general, or research:

Please indicate any skills sets which may be useful in an assistantship position:

Please attach a CV or resume
Transfer of Credit Form

DEPARTMENT OF HUMAN & ORGANIZATIONAL DEVELOPMENT

STUDENT NAME________________________________________ Student ID#_____________________

Please transfer to my Peabody/Vanderbilt record the following courses for graduate credit toward
the________ degree in _____________________.

INSTITUTION______________________________ (Transcript Attached)

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Semester/Yr.</th>
<th>Grade</th>
<th>Sem. Hrs.</th>
<th>Elective</th>
<th>Substitution For Program Requirement</th>
<th>Program Requirement Course #</th>
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<tbody>
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TOTAL SEMESTER HRS. __________

____________________________________   __________________________
Student Signature                     Date

____________________________________   __________________________
HOD Chair Signature                   Date

____________________________________   __________________________
Advisor Signature                     Date

____________________________________   __________________________
Dean’s Office Signature                Date

Last Revised: August 15, 2012
Notification of Intent to Graduate

Please return to: The Office of Records and Registration
216 Administration Building Phone: (615) 322-8400
Hours: Monday-Friday 7:30am-4:30 pm Fax: (615) 322-8401

All fields required:

Full Name: 

First Middle/Maiden Last

Student ID # (e.g. 162030):

Intended Date of Graduation: (Month) Aug Dec May (Year) 20

Degree Expected: M.Ed. M.P.P. Ed.D.

Department: Program:

Adviser’s Name:

Phone: (____)_________-

Email Address:

Hometown (City, State/Country):

Local Address:

Permanent Address:

Other Degrees Held and Granting Institutions:

Exact Degree Title and Year Obtained:

Granting Institution’s Name and Location:

Exact Degree Title and Year Obtained:

Granting Institution’s Name and Location:

Exact Degree Title and Year Obtained:

Granting Institution’s Name and Location:

Degree Requirements Yet To Be Completed: (Also include all courses with a grade of “I” or “IP”)

Course Number & Title Hours Instructor Semester/Year

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

迫

Master’s Candidates: Comprehensive Examination/Master’s Capstone
Doctoral Candidates: Completion of Thesis, Project, Doctoral Capstone, or Dissertation
Dissertation Defense

Completed Notification of Intent to Graduate must be submitted to the Office of Records and Registration by the date published in the Peabody Academic Calendar. Information will be used in the Commencement Program. Signature asserts that the information contained within is accurate.

Student’s Name & Signature Date

Peabody Registrar’s Name & Signature Date