



Community Development & Action

STUDENT HANDBOOK AND POLICY MANUAL

2016/2017

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This handbook is designed for students accepted into Peabody College's Community Development and Action Program. The handbook for 2016-2017 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

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

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 Director of Graduate Studies, HDC Director, and CDA Director 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. 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/admin-offices/career-development/peabody_career_services.php)
- 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 post-graduate 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 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. 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). **These courses should be taken within the HOD department.** In some cases, students may take skill or theory classes from other departments (for example, if a student is pursuing the Poverty & Intervention concentration; or if a student can demonstrate that available course offerings overlap significantly with courses taken for another, previous degree). In the event that a student would like to petition for a course substitution, the petition should be made to the CDA Program Director. Each substitution request 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. Elective courses may be taken from any department in the university.

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. Practicum hours are a requirement for each student and include standard course work designed to support and enrich the student's initial practicum experience.

Final Assessment

Students will elect among 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 three preparatory courses; HOD 6210 Community Inquiry, HOD 7400 Community Intervention and Change (or an equivalent preparation course offered by the HOD department), and 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. 17) explained within the CDA handbook, and enroll in HOD 7999 Master's Thesis Research.

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.

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.

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 or 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

LEADERSHIP AND MANAGEMENT

LPO Learning Organizations
 LPO Organizational Development
 LPO Leadership and Organizations
 LPO Leadership and Marketing
 LPO Grants, Policy, and Administration
 LPO Learning and Performance in Orgs.
 LPO Analyzing Org. Effectiveness
 LPO Human Resource Planning
 LPO Leadership Theory
 MGT Strategic Management
 MGT Managerial Finance
 MGT Ethical Leadership
 MGT Introduction to Entrepreneurship
 MGT Marketing Management
 MGT Leading Change

INTERNATIONAL DEVELOPMENT

LPO Education and Economic Development
 LPO International Orgs. and Economic Development
 LPO International Issues in K-12
 MGT or DIV Project Pyramid

Other offerings in the following areas:

ANTHROPOLOGY
 SOCIOLOGY
 ECONOMICS
 POLITICAL SCIENCE
 HISTORY
 REGIONAL STUDIES

EDUCATION

HOD High Poverty Youth
 LPO Education and Economic Development
 LPO International Issues in K-12
 LPO Politics and the Governance of Education
 LPO Comparative Issues in Higher Education Policy Reform
 EDUC Social and Philosophical Aspects of Education
 EDUC Cultural Diversity in American Education
 EDUC Diversity and Equity in Education
 EDUC Parents, School, and Community

PUBLIC POLICY

LPO Policy Economics
 LPO Grants, Policy, and Administration
 LPO Policy Seminar
 LPO Public Leadership
 LPO Politics and the Governance of Education
 LPO Comparative Issues in Higher Education Policy Reform

Other offerings in:

LAW
 SOCIOLOGY

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

Description	The master's thesis is an experience in independent scholarly research which is intended to contribute to the field of community development.	
Academic Credit	The student may earn academic credit while developing his or her thesis through HOD 6210 Community Inquiry (Required - 3 credits), HOD 7400 Community Intervention & Change (Required - 3 credits) & HOD 7999 Masters Thesis Research (Required - 3 credits)	
Proposal	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.	
Committee	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.	
Format	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.	
Timeline	Fall I	Enroll in Community Inquiry
		Develop thesis topic/idea with guidance of faculty member
	Spring I	Enroll in HOD 7400 Community Intervention & Change
		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
		Officially declare thesis option by end of Spring Semester
	Summer I & Fall II	Write and submit a thesis proposal to your committee chair
		Meet with committee chair two weeks after proposal submission for review, revision, and to schedule a proposal meeting with the full committee
		Submit proposal to the IRB if work involves human subjects
		Collect & analyze thesis data
		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

Description	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.	
Credit	No Academic Credit	
Proposal	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.	
Committee	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.	
Format	<p>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.</p> <p>The <i>document</i> will be an in-depth description and evaluation of the project and experience, at least 15 double-spaced pages in length (including references):</p> <ul style="list-style-type: none"> • Part I: Contextual information <ul style="list-style-type: none"> 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. <p>The <i>presentation</i> 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.</p>	
Timeline	Spring I	<p>Declare exercise of this option by the end of spring semester year I.</p> <p>Submit a preliminary proposal to Practicum/Pre-Practicum instructor by the end of spring semester year I.</p>
	Fall II	<p>Form your committee by the end of the 6th week of the semester; turn in committee commitment form.</p> <p>Submit a detailed proposal by the 8th week of this semester to your committee.</p>
	Spring II	<p>Submit a rough draft of the paper to your major advisor by the end of the 4th week of this semester.</p> <p>Submit a revised draft of the paper to your committee by the 7th week of this semester (you should receive feedback within two weeks).</p> <p>Submit final paper for grade and/or remediation prior to formal presentation.</p> <p>One day per semester will be reserved for all graduating CDA students who choose this option to present their projects.</p>
Assessment	<p>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:</p> <ul style="list-style-type: none"> • 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

Description	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.	
Academic Credit	None	
Proposal	None	
Committee	None	
Format & Content	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).	
Timeline	General	<p>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).</p> <p>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 (<i>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</i>).</p> <p>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.</p>
Assessment	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.	

Financial Support

Departmental teaching assistantships (TAs) 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 courses full time. Students receiving assistantships will receive a monthly salary.

Research assistantships (RAs) 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 the Program of Studies (reflected in the degree audit) are complete. Failure to complete a degree audit substitution form (if needed), ***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 Ms. Roz Roettger in Academic Services. The Intent to Graduate form is available on the Academic Services Website: <http://peabody.vanderbilt.edu/admin-offices/oas/index.php>. During the final semester, graduating students receive a letter detailing any problems, such as incomplete grades or changes needed in their degree audit on YES, 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 Office of Academic Services one month before graduation. The Graduation in Absentia form is made available to students, by The Office of Academic Services, 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/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 requires approval 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 Office of Academic Services Website: <http://peabody.vanderbilt.edu/admin-offices/oas/>.

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 Office of Academic Services Website: <http://peabody.vanderbilt.edu/admin-offices/oas/>

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.

- a. American Evaluation Association "AEA" www.eval.org
- 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
- f. Society for Community Research and Action (American Psychological Association "APA" Division 27) "SCRA" www.apa.org/divisions/div27
- g. Urban Affairs Association "UAA" www.udel.edu/uaa
- h. Society for Applied Anthropology "SfAA" www.info.sfaa.org

Student Wellness and Resources

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/>
- Psychological and Counseling Center <https://medschool.vanderbilt.edu/pcc/>
- Also see “Foster Your Personal Wellbeing” on GradLeaf
<https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/>

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

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.

Parking Registration

Students who wish to park on campus must acquire a paid VU parking registration: http://www.vanderbilt.edu/traffic_parking/ Students will be informed about this process in their Vanderbilt email. If professional or graduate students are unable to pay their annual parking fee in full by August 15, they may choose to pay it over time in their student accounts—a 1.5% late fee will be added each month, but students can pay over three months (Aug. 15, Sept. 15, Oct. 15) if needed. Note that an outstanding balance on student accounts after Oct 15 may result in a “hold” on the account that would prevent registering for Spring coursework.

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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

Ashley Carse – environmental management, international development, global transportation networks, social dimensions of infrastructure

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

Sara Safransky – human geography, urban planning, social movements, critical race studies, political ecology

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

Affiliated Faculty

Kathy Anderson – Economics: labor and economic development

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

Casey Sumar – Vanderbilt Law School (Adjunct): not-for-profit law

Tony Brown – Sociology: demography, quantitative methods

Daniel Cornfield – Sociology: labor movements, immigrant communities

Andy Finch- H&OD: School Counseling Coordinator, substance abuse recovery, school counseling, school ecologies

Anjali Forber-Pratt – H&OD: disability, identity, equity and empowerment

Gina Frieden – H&OD: human development counseling, multicultural education

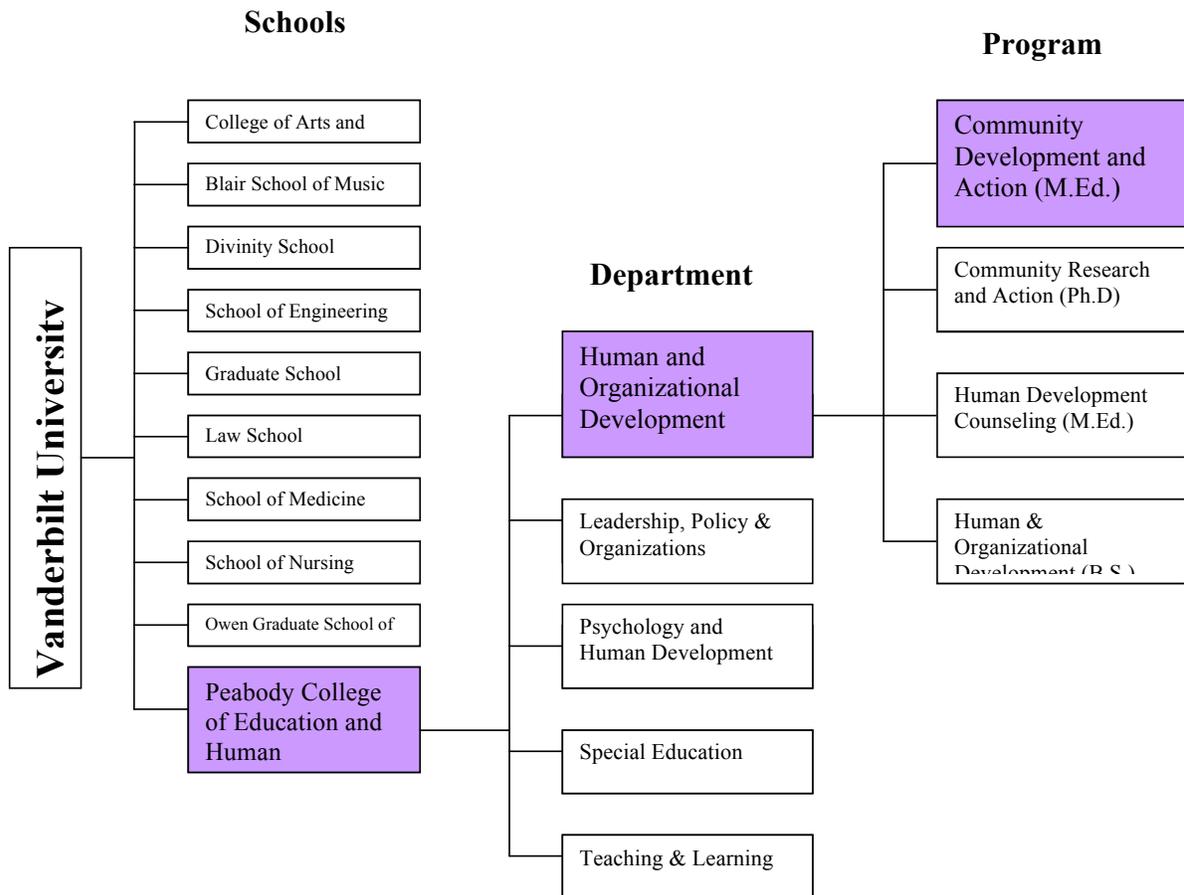
Richard Lloyd – Sociology: urban sociology, sociology of culture, social change, new media technology, and social theory

Heather Smith- Human Development Counseling, counselor education and supervision

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

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

Vanderbilt University Organizational Chart



Directory: Offices and Departments

CENTRAL OFFICES

Office of the Dean	201 Administration Bldg.	322-8407
Office of the Assistant Dean of Professional & Graduate Programs	216 Administration Bldg.	322-8400
Office of Academic Services	212 Administration Bldg.	322-8400
Office of Student Affairs	214 Administration Bldg.	343-6947
University Registrar	Suite 110 Baker Bldg.	322-7701
Student Accounts	Suite 100 Baker Bldg	322-6693
Financial Aid	Admissions/Fin.Aid Bldg.	322-3591

DEPARTMENTS AND PROGRAMS

Human and Organizational Development	206 Mayborn	322-6881
Leadership, Policy and Organizations	202 Payne	322-8000
Psychology and Human Development	104 Jesup	322-8141
Special Education	313 MRL	322-8280
Teaching and Learning	240 Wyatt Center	322-8100

OTHER

Peabody Computer Lab	130 Wyatt Center	343-1867
Peabody Education Library	Peabody Library	322-8095
Peabody Graduate Admissions & Recruitment	209 Administration Bldg.	322-8410
Peabody Career Center		430-3178
Student Health Center	Zerfoss Bldg.	322-2427
Student Recreation Center	2700 Children's Way	343-6627

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**

Designation	Course Number & Name	Semester of Enrollment	Hours
Required	HOD 6100: Proseminar: Becoming a Change Agent	First Fall	3
Required	HOD 6210: Community Inquiry	First Fall	3
Required	HOD 7210: Community Development Theory	First Fall	3
Required	HOD 6600: Pre-Practicum	First Spring	3
Diversity	HOD 8100: Theories of Inequality – OR – HOD 6500: Diverse Populations		3
Theory			3
Theory			3
Skill			3
Skill			3
Elective			3
Concentration (optional)			
Concentration (optional)			
Total Hours			31

I am planning to pursue a graduate certificate in another department.

Name of Certificate:

Additional Course Requirements for Certificate (if any):

Course Name & Number	Semester of Enrollment	Hours

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

CDA Director 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.

CDA Program of Studies Form Guide

Students should construct a Program of Studies during their first semester in CDA as part of the Proseminar course. Students are not required to submit these documents to the department or university, but should discuss them with their advisors and use them as a guide to facilitate course selection. Course requirements for the CDA program are tracked using the Degree Audit function in YES. Students should monitor the Degree Audit each semester to ensure the courses in which they are enrolled are fulfilling degree requirements. In the event that a course has been agreed upon by the student, advisor, and CDA director to count as a particular requirement, but the course is not showing up accordingly in the Degree Audit, students may submit a Degree Audit Substitution Form to correct the course assignment within the Degree Audit.

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
- 3-hour elective 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 6210 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 are *required* 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.

Recommended Theory Courses Include:

Course Name & Number	Semester Typically Taught
HOD 7300: Ethics of Community Research & Action	Spring
HOD 7100: Community Health Theory & Practice	Spring
HOD 7600: Global Dimensions of Community Development	Fall
HOD 8200: Community Development & Urban Policy	Fall

Recommended Skills Courses Include:

Course Name & Number	Semester Typically Taught
HOD 6200: Program Evaluation	Fall
HOD 6250 Consultation in Human Service Settings	Spring
HOD 6420: Nonprofit Management and Strategy in Organizations	Fall
HOD 7500: Community Organizing	Spring

Recommended Diversity Courses Include:

Course Name & Number	Semester Typically Taught
HOD 8100: Theories of Inequality	Spring
HOD 6500: Diverse Populations	Fall
HOD 7500: Race, Space & Environmental Justice	Fall

Taking Courses in Other Departments:

- Students are allowed to take courses outside of the department to fulfill elective requirements only. In some special cases, a student may be allowed to take courses outside the department to fulfill skill or theory courses, however, these types of course substitutions require permission of the student’s advisor, and the CDA director, and must serve a specific purpose within the student’s POS. Petition for a course outside the department to fulfill a skill, theory, or diversity requirement must be made and approved *prior* to the student taking the course.
- 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.

Please return to:

The Office of Academic Services

211 Administration Building
Hours: Monday-Friday 7:30am-4:30 pm

Phone: (615) 322-8400
Fax: (615) 322-8401

Student Information *(all fields required):*

Full Name: _____ Student ID # *(e.g. 000162030)* _____

Classification: Freshman ___ Sophomore ___ Junior ___ Senior ___

Anticipated Date of Graduation: Aug ___ Dec ___ May ___ (year) 20 ___

Major: _____ Program/Track(s): _____

VU Email Address: _____ Phone: (____) _____ - _____

I am requesting that _____
Course Number & Title
be counted as _____.
Course Number & Title OR Requirement

Have you taken this class already?:

YES, taken during _____ NO, will take it during _____
(semester and year) (semester and year)

Did you/will you take this course while studying abroad?: YES NO

Rationale for request:

Student's Name & Signature Date

Approved Denied Review Requested

Adviser's Name & Signature Date

Approved Denied Review Requested

Director of Undergraduate Date

or Graduate Studies' Name & Signature

This will be the Director of the department in which you are seeking the substitution.

Ex: If you are requesting that a course count as a Special Ed requirement, you will seek the approval for the DUS/DGS of Special Ed.

Office Use Only:

Approved Denied

Chair, Undergraduate Administrative Committee's Name & Signature Date

Sent to URO on:

OAS Signature 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

CDA PRACTICUM INFORMATION

Basic Contact Information

Student

- _____
Name
- _____
Cell Number
- _____
E-mail (if different from university)
- _____
Emergency contact
- _____
On-site contact number

Practicum Site

- _____
Organization
- _____
Site Manager Name & Title
- _____
Email
- _____
Address & Phone Number
- _____
Secondary Contact Person (Senior Director)
web-site address

Work Schedule:

Days & Times:

Work Duties/Orientation

General Description:

Practicum Manager _____

_____ Date

Student _____

_____ Date

CDA Director _____

_____ 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 Notes

Date and Activity	Notes for Reflection
<p><i>Date</i></p> <p><i>Activity</i></p>	<ul style="list-style-type: none"> • <i>What I did during the activity</i> • <i>What I learned during the activity (skills)</i> • <i>What I learned during the activity (applied theory)</i> • <i>What I learned during the activity (experience)</i> • <i>What I thought about the activity or organization</i> • <i>Indications for the future</i> • <i>Applications for new knowledge</i> • <i>Other reflection</i>

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 in to 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?

**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

PEABODY COLLEGE OF VANDERBILT UNIVERSITY

ADMINISTRATION & RECORDS
SOCIAL RELIGIOUS BUILDING 410
PHONE: 615-322-8400
FAX: 615-322-8401

NOTIFICATION OF INTENT TO GRADUATE — PROFESSIONAL DEGREES

INSTRUCTIONS

DATE: _____

1. Please provide all information requested. It is necessary for completion of graduation checkout and preparation of the Commencement program.
2. Send the completed form to the Peabody Administration & Records Office.

I INTEND TO COMPLETE ALL DEGREE REQUIREMENTS AND GRADUATE IN:

May 20____ Aug. 20____ Dec. 20____

NAME (exactly as it appears on your permanent record):

First Middle/Maiden Last

STUDENT ID# _____ HOMETOWN _____

(required for Commencement Program)

DEGREE EXPECTED (please circle) M.Ed. Ed.D. Other _____

MAJOR (as approved on your Program of Studies): _____

MAJOR PROFESSOR OR ADVISOR: _____

OTHER DEGREES HELD AND GRANTING INSTITUTIONS

<u>Exact Degree Title</u>	<u>Year</u>	<u>Institution</u>	<u>Location</u>

ADDRESS: _____ Daytime Telephone _____
(for information about graduation)

City State Zip Code

PERMANENT ADDRESS: _____ Telephone _____

City State Zip Code

DEGREE REQUIREMENTS YET TO BE COMPLETED: (Include all courses with the grade of "I" or "IP")

<u>Discipline-Number</u>	<u>Title</u>	<u>Credit Hours</u>	<u>Instructor</u>	<u>Sem/Yr.</u>

- Completion of Thesis, Independent Study, Doctoral Study, or Dissertation
- Comprehensive Examination
- Dissertation Defense

Revised 4/14/00 (Irc/Peabody Registrar Forms/Notification of Intent to Graduate.doc)

PEABODY COLLEGE OF VANDERBILT UNIVERSITY
BOX 327 PEABODY STATION ♦ NASHVILLE, TN 37203