



The Community Development Graduate Group

Handbook and Reference Guide

2016-17

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COMMUNITY DEVELOPMENT GRADUATE GROUP

Graduate Group Structure

Welcome to the Community Development Graduate Group!

For nearly 40 years UC Davis' Community Development Graduate Group has combined social theory and scientific research with the acquisition of practitioner skills. In our program we aim to integrate learning, action, and reflection. This model of community development education is relevant to social workers, urban planners, community designers, environmental activists, union leaders, organizers, and many others who seek to be more effective in their social change work.

To help you navigate through the university, here's a map of where you are situated. The *university* has three undergraduate *colleges*: (1) Letters and Science, (2) Engineering, and (3) Agricultural and Environmental Sciences. Separate from those three is *Graduate Studies*, which administers over 80 graduate programs offered by *departments* and *groups* within the three colleges.

The *Community Development Graduate Program* is sponsored by the *Community Development Graduate Group (CDGG)*. The Chair of the CDGG is Jonathan London. The CDGG has its administrative and financial center in *Community & Regional Development (CRD)*. *CRD* is a *unit* of the *Department of Human Ecology*, which is in the *College of Agriculture and Environmental Sciences*. The Chair of the Department of Human Ecology is Luis Guarnizo. Steve Greco is the Associate Chair of LDA. Lisa Soderberg Miller is the Associate Chair of Human Development.

There are two types of graduate programs on campus: those directly sponsored by departments and those sponsored by graduate groups. Community Development (CD) falls in the latter. About half of all graduate programs (80+) on campus are sponsored by graduate groups.

But what does this mean to you?

The primary benefit of the *graduate group* structure is that it “permits faculty to be affiliated with graduate programs in more than one discipline and offers students flexibility and breadth by crossing the administrative boundaries of the various departments, colleges, schools and sometimes campuses.” The flexibility is very nice in that it allows students to create their own paths as much as possible. At the same time, it gives students the sole responsibility of defining their individual programs. Those students who apply to CD tend to be independently driven folks already, but the task can be daunting none-the-less (especially at first). Hopefully, information provided here will make the task easier.

Who is My Faculty Advisor?

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. While the faculty advisor will be the primary mentor during a student's career at UCD, program faculty other than the student's advisor may perform many of the mentoring functions.

Mentoring has been defined as: (1) Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion; and (2) Providing clear guidelines for starting and finishing thesis work, including encouraging the timely initiation of thesis research. Beyond these general expectations of faculty advising, there are specific advisee requirements of all entering students in Community Development. Two important steps, outlined below, include meeting with your initial advisor before classes begin and selecting a permanent advisor before completing your first year. Additional milestones are outlined on p. 21 of this handbook.

As an incoming student you will be paired with an *initial faculty advisor*. The goal of assigning you this advisor is to provide you with an initial point of contact and get oriented to faculty and resources on campus in your area of interest. This is a temporary assignment so you will need to choose a *permanent advisor* by the end of the first year (see below). At the beginning of the school year, 1st year students are required to meet with their initial advisor to: (1) discuss and review your list of proposed courses for the year, (2) discuss the alternative plans of study (Plan I: Thesis Option and Plan II: Comprehensive Exam Option), and (3) Discuss upcoming deadlines and milestones for the 1st year of study. During this meeting, the Degree Requirements Planner (see p. 28) will need to be signed by your advisor followed by a signature from the CDGG Chair.

Before the end of your first year, you are required to select a *permanent advisor* that will also serve as your thesis or exam chair. This is often the same person as your initial advisor as every effort is made to pair faculty and students that share research interests. The permanent advisor will sign your progress report as well as other interim forms as well as continuing to review and guide your plan of study. In terms of mentoring, the advisor will assist you with choosing remaining courses to complement your research interests and guide independent studies related to your thesis topic/professional interests. The advisor will also provide suggestions concerning the composition of your thesis committee as well as on-going review of thesis work and discussing necessary steps toward graduation. However, it is worth noting that any forms requiring signature from the Office of Graduate Studies will need to be signed by one of the “Graduate Advisors” listed in the next section.

Community Development Graduate Group Key Personnel

Graduate Advisors (These are the people authorized to sign student forms as Major Advisors)

Jonathan London, Human Ecology, chair and advisor, 2335 Hart Hall,
(530) 219-9082, ijklondon@ucdavis.edu

Natalia Deeb Sossa, Chicana/o Studies, advisor, 2105 Hart Hall, (530) 752-2421,
ndeebesossa@ucdavis.edu

Sheryl-Ann Simpson, Human Ecology, advisor, 183 Hunt Hall, (530) 752-8860,
ssimpson@ucdavis.edu

Stephen Wheeler, Human Ecology, advisor, 165 Hunt Hall, (530) 754-9332,
smwheeler@ucdavis.edu

Graduate Group Governing Committees and Officers

Executive Committee (makes decisions about program requirements and nominates new

faculty members to be voted upon by the CDGG—graduate students may and are encouraged to nominate new members.): Natalia Deeb-Sossa, David de la Pena, Jonathan London, Sheryl-Ann Simpson and Stephen Wheeler, second year student, Jessica Zlotnicki and first year student TBD.

Curriculum Committee (reviews the classes and makes recommendations to Grad Studies regarding class content, seminars and colloquium).

Admissions and Fellowship Committee: (reviews CD applications to the program and makes decisions on admissions, fellowships and work-study awards).

Important Staff People

You can find the **Graduate Program Coordinator, Carrie Armstrong-Ruport**, in Room 133 Hunt Hall (752-4119 – caruport@ucdavis.edu). She is the first point of contact for all graduate students and the graduate program. She has records of transcripts and grades, assists with forms and communication between departments, provides translation of the UC policies, and can offer tips and direction for daily survival on campus. Carrie sends out a plethora of announcements regarding jobs, classes, and messages from faculty. She is also the person who coordinates Teaching Assistants and Readers for the department.

Carrie Armstrong-Ruport also —assists with the internships. Carrie keeps in regular contact with certain organizations that have had interns in the past and can give tips or suggestions about possibilities that fit students’ interests. Please see Appendix 1: Academic Guidelines for Awarding Academic Coursework Requiring Contracts (p. 39); and Appendix 3: *The Rationale and Structure for Internships* (p. 40). If you have any leads for new internship opportunities, we urge you to let Carrie know this so that she can enter information into her data bank. Also, Carrie will broadcast these opportunities on our student listserv.

The administration of the Community Development Graduate Group is handled within an administrative cluster that includes the departments of Environmental Science and Policy, Agricultural and Resource Economics, and Human Ecology (this cluster has been named “CHEDDAR” using a creative use of the department initials. In nearly all cases, your first point of contact for any administrative matters should be Carrie Armstrong-Ruport, but at times you may end up interacting with other administrative support staff, particularly related to TA and GSR hiring paperwork and payroll submissions, for information technology support, and for office keys, and it is useful to know who they are. They are all essential and valued staff for ensuring our program and departments continue to thrive. Full contact information is on the website at: <http://caes-cluster5.ucdavis.edu>.

Community Development Graduate Group

**Dept of
Human
Ecology**

CRD

Luis Guarnizo
Martin Kenney
Bernadette Tarallo
Anne Visser
Catherine Brinkley
William Lacy

Cooperative Extension

David Campbell

**Agriculture Sustainability
Institute**

Ryan Galt
Tom Tomich

Center for Regional Change

Jonathan London

LDA

Brett Milligan
David de la Pena
Patsy E. Owens
Claire Napawan
Michael Rios
Sheryl-Ann Simpson
Stephen Wheeler

UC Davis Extension

Jeff Loux

Sust Ag Research and Ed Program

Gail Feenstra

Student Farm

Mark van Horn

**Environmental Science
Policy**

Susan Handy
Mark Lubell

Natalia Deeb-Sossa
Adela De La Torre
Yvette Flores
Carlos Jackson
Susy Zepeda

Chicana/o Studies

Liza Grandia
Beth Rose Middleton

Native American Studies

Susan Kaiser

Textiles & Clothing

Julie Sze

American Studies

Robin Hill

Art

Shermain Hardesty

Ag & Resource Economics

Deb Niemeier

Civil & Environmental Engineering

Jesse Drew

Cinema and Digital Media

Heidi Ballard
Paul Heckman
Karen Watson-Gegeo

School of Education

Bettina Ng'weno

African American and African Studies

Bruce Haynes
David Kyle
Diane Wolf

Sociology

CDGG Faculty Members

Name	Department	Areas of Interest
Heidi Ballard	Education	Environmental education that links communities, science, environmental action and learners of all ages.
Catherine Brinkley	Human Ecology	Public health outcomes around the food-energy-waste nexus. She uses qualitative methods along with social network mapping and spatial analytics to understand farm-to-city services such as food supply and waste-to-energy. She is particularly interested in how these networks impact neighborhood socio-economics and greenhouse gas emissions in an effort to support sustainable land-use planning around environmental justice.
David Campbell	Human Ecology	Public policy and community governance; citizenship and civic engagement; non-profit and faith-related organizations; program evaluation.
David de la Pena	Human Ecology	Participatory urbanism, design activism, sustainable cities, processes of community design, landscape education and occupational location of Hispanics.
Adela De La Torre	Chicana/o Studies	Health care access and finance issues that affect the Latino community as well as Border health issues, education and occupational location of Hispanics
Natalia Deeb Sossa	Chicana/o Studies	Borderlands, in-betweenness and instability, sites of boundary-making and fragmentation, but also resistance and continual reconstruction. Construction and enforcement of social membership. Contestation by immigrants of inequalities they face in their daily life. Farmworker mothers' activism, cultural citizenship and advocacy for educational and health rights.
Jesse Drew	TechnoCultural Studies	Theory and practice of alternative and community media, particularly electronic media, including practices such as blogging, Low Power FM Radio, social computer networking, cable/satellite television, peer-to-peer computing, and on-line activism.
Gail Feenstra	(SAREP)	Conducting applied and evaluative research that strengthens community development efforts and coordinating education and outreach to community-based groups to build their capacity and leadership skills.
Yvette Flores	Chicana/o Studies	Intimate partner violence among Mexicans on both sides of the border.
Ryan E. Galt	Human Ecology	People-environment geography, cultural and political ecology, agricultural and environmental governance, political economy of sustainable agriculture, cartographic design.
Liza Grandia	Native American Studies	Indigenous community development; corporate trade and globalization; foreign aid and empire; political ecology, biodiversity conservation, and environmental justice; land grabbing, agrarian change and rural development. Countries of interest: Guatemala and Belize.
Luis E. Guarnizo	Human Ecology	Economic Sociology, transnational migration, immigrant entrepreneurs, comparative international development, citizenship.
Susan Handy	Environmental Science and Policy	Relationships between transportation and land use, including the impact of land use on travel behavior and the impact of transportation investments on land development patterns. In addition, her work is directed towards strategies for enhancing accessibility and reducing automobile dependence, including land use policies and telecommunications services.

Name	Department	Areas of Interest
Shermain Hardesty	Agricultural and Resource Economics	Economics of local food marketing, agritourism, values-based supply chains, cooperatives and other collaborative structures, specialty foods marketing, and food safety regulations.
Bruce Haynes	Sociology	Race and ethnicity, urban, community and sociology of knowledge
Paul Heckman	School of Education	Curriculum theory and change, Educational Ecology of communities, Educational Leadership, School, curriculum and community change, School culture: change and cognition.
Robin Hill	Art, Art History	Public art, She believes art is about tuning in to the frequency of daily life and seeing things as they truly are. "Ideas are encountered, rather than gotten.
Carlos Jackson	Chicana/o Studies	A visual artist and writer, and Director of Taller Arte del Nuevo Amanecer, a community art center in Woodland, Ca. He is currently working on a book surveying the history of the Chicana/o Art Movement.
Susan Kaiser	Textiles and Clothing	Fashion theory and feminist epistemologies, Youth style and cultural anxiety, Cultural studies approach to appearance style and identity, focusing on intersections among gender, race and ethnicity.
Martin Kenney	Human Ecology	Globalization, venture capital, development of innovative clusters, evolution of high-technology industries, the relocation of services to developing nations.
David Kyle	Sociology	International migration, development and globalization.
William B. Lacy	Human Ecology	Sociology of science, organization and structure of agricultural research and extension (U.S. and international), social psychology of education and outreach, international research and higher education policy and practices.
Jonathan London	Center for the Study of Regional Change	Environmental justice, Environmental/ natural resource policy, Community and youth participation, Political ecology, Rural development, Social movements.
Jeff Loux	Land Use and Natural Resources/ UC Davis Extension	Public, private and university sectors in Urban and Environmental Planning/ Design, Water Resources Policy and Community Participation.
Mark Lubell	Environmental Science and Policy	Watershed management, environmental activism, and agricultural best management practices.
Beth Rose Middleton	Native American Studies	North America and Caribbean. Native American community/economic development; political ecology; Federal Indian law; Native American natural resource policy; qualitative GIS; indigenous geography and cartography; Afro-indigeneity; intergenerational trauma and healing; participatory research methods; rural environmental justice; multi cultural dimensions of conservation, land use, and planning.
Brett Milligan	Human Ecology	Landscape architecture, design activism, environmental design and planning; climate change adaptation; ethnography and ecology of infrastructure, sustainable food systems.
N. Claire Napawan	Human Ecology	Design of the built environment and investigating the roles in which landscapes might adapt to provide ever-increasing productive and infrastructural programs to the global city, given economic, social, and environmental changes within urban development, including population growth and climate change
Bettina Ng'weno	African American and African Studies	Urban and rural communities with a particular focus on space, citizenship and justice in Latin America and more recently in the Indian Ocean region.
Deb Niemeier Patsy Eubanks Owens	Civil and Environmental Engineering	Sustainable development; GHG emissions in complex systems; air quality-transportation; environmental justice; governance structures and environmentalism; prioritization of transportation infrastructure; relationship between land use and travel
Debra Paterniti	Human Ecology UCDHS: Center for Health Services	Environments of children and adolescents, community participation. Physician-patient interaction, patient decision-making, quality of life and aging, and informed consent. She focuses on the application of

Name	Department	Areas of Interest
	Research in Primary Care	qualitative research methods in health services research. Assistant adjunct professor of medicine and sociologist at the Center for Health Services Research in Primary Care. Award for Excellence in Service to Grad Students – UCD Health System.
Dennis Pendleton	UC Davis Extension	Natural resources policy, planning and administration; environmental assessment; simulation/optimization modeling of Ecological systems.
Carolyn Penny	Common Ground, UC Davis Extension	Conflict resolution, issue-framing, meeting design, facilitation of multi-stakeholder decision making, organizational planning, mediation, facilitation of public engagement processes, training, and analysis and writing.
Michael Rios	Human Ecology	Human geography, urbanism, marginality, social practice of planning and design, placemaking, political participation, and social movements..
Sheryl-Ann Simpson	Human Ecology	Immigration and social/political participation, health and environment, critical GIS and spatial analysis, comparative urban studies.
Julie Sze	American Studies	Her research is at the intersection of interdisciplinary fields: American studies, environmental, urban and ethnic studies. She focuses on race, class, gender and environment, environmental justice movement, urban environmentalism and environmental health.
Bernadette Tarallo	Human Ecology	Economic development; transnational immigration; labor process studies; and, social inequities in the community.
Tom Tomich	Human Ecology	Agricultural sustainability, sustainable food systems, sustainability metrics and indicators, sustainability science.
Mark Van Horn	PSTC/SF (Student Farm)	Director Organic Farming Organic soil management, particularly cover cropping, compost use and composting: and, organic education, including experiential field-based learning
M. Anne Visser	Human Ecology	The informal economy; non-standard work arrangements; low wage labor; governance; social and economic integration, equity, and equality.
Karen Watson-Gegeo	School of Education	Classroom discourse; Education in Developing Countries; Ethnography and Ethnographic research; Language Acquisition; Language development and socialization; Literacy and Language policy; Organizational structure/effectiveness; Pidgin/creole languages; Sociolinguistics and psycholinguistics.
Steve Wheeler	Human Ecology	Sustainable development; urban design; city and regional planning; land use; climate change.
Diane Wolf	Sociology	Gender and development, family/households, fieldwork, Southeast Asia, immigration.
Susy Zepeda	Chicana/o Studies	Chicana/Latina decolonial feminisms, social justice, critical race and ethnic studies, U.S. women of color feminist theory, LGBTQI and queer of color studies, oral history, collaborative methodologies, and intergenerational healing.

PLANS OF STUDY & OTHER REQUIREMENTS

Plan I. Thesis Option

The Thesis Option requires completion of the following:

- A minimum of 51 upper-division units (>100 series) and graduate units (200 series), including core courses.
- A 200-hour internship and a written report (7 units) on the internship analyzing the application of community development concepts to the internship work.
- A thesis, which is a study or research project undertaken in conformance with standards and practices of scholarly investigation for the topic being studied under the guidance of student's Thesis Committee (consisting of three faculty).
- Students should be prepared to give a public presentation of their thesis, either during the Doing/Debating Development Series (CRD 290), or at some other pre-arranged time.
- The committee will meet with the student for an oral defense of the thesis, often following the public presentation. The oral defense involves the student answering questions concerning the research and analysis.

Minimum course distribution is as follows:

Plan I	Units
Core courses.....	24
Concentration & electives.....	20
Internship.....	7
Total	51

See p. 19 for detailed information about the Thesis process.

Plan II. Written Comprehensive Exam + Orals Option

Plan II. Examination option call for satisfaction of the following requirements:

- A written comprehensive exam and orals consists of a written and oral examination under the guidance of the student's Thesis Committee (consisting of three faculty members).
- Prior to the written examination, the committee members and the candidate agree on a minimum list of literature and areas of knowledge likely to be covered in the written and oral exam.
- The committee will meet with the student for an oral defense of the written exam within a reasonable time after submission of the written exam.

Requirements before the exam:

- A minimum of 55 upper division or graduate units.
- A 200-hour internship and a written report (7 units) on the internship analyzing the application of community development concepts to the work, written with the supervision of a faculty member of the Community Development Graduate Group.
- A comprehensive written examination.

Minimum course distribution:

Plan II.....	Units
Core Courses.....	24
Concentration & electives.....	24
Internship.....	7
Total	55

The oral exam is intended to test your mastery of three interrelated areas of community development.

- Begin to organize early. The formal part of the exam option can be completed in one quarter. However, you should start studying early.
- Form a three-member faculty committee. This committee will give literature suggestions, prepare written questions, score your exam, and sit on your orals committee. The student and the committee Chair should set the deadlines that apply to the exam option:
 - 1) The written exam. Each member of the committee formulates questions for the written exam. Students should initiate preparations for the reading list used in their exam. The areas to be covered and any particular emphasis that you want to develop. You have 72 hours for the exam and it is an open book exam that you can do in your study or home. You are expected to work alone on it.
 - 2) Normally, students get the questions by email on Friday morning and return their responses on Monday morning. Students are normally expected to write 10-15 typewritten pages (not including references) in response to each question.

The oral exam is a rigorous defense of the written examination questions. It can also extend beyond the specific questions to test the student’s ability to integrate other literature on the reading list to demonstrate analytical capacity in the student’s three chosen areas. Oral examinations normally last 2 hours.

Internship Requirement

This is the “practicum” portion of our program. You should visit Carrie Armstrong-Ruport for ideas and advice for finding an appropriate internship. You may pursue an internship independently if Carrie doesn’t have anything that strikes your fancy. Not all internships are paid, unfortunately. [Those that do pay tend to run between \$9-12/hour.] It basically amounts to a half-time job for one quarter (or quarter time for two quarters). You need to arrange for a faculty sponsor **BEFORE** you start your internship and complete the departmental contract. At the completion of the 200-hour internship, CD students should complete a report on this internship that becomes part of their file. The format of the report should be negotiated with the student’s internship Advisor.

You will have to complete 200 hours of internship and receive 7 (seven) units for this requirement. According to UCD policies, 30 hours of internship work are required for one unit. Thus, the remaining 10 hours to complete this requirement will be satisfied when you submit a written account and analysis of your internship experience and the skills learned under the supervision of your faculty mentor.

See Appendix II & III for more information about Internship requirements.

Filing Fee Status

If you want to save considerable money after you've finished your coursework, you can go on filing fee status and pay much less than you would as a full time student. The Filing Fee was established expressly to assist those students who have been advanced to candidacy and who have completed all requirements for degrees, including all research associated with the thesis or dissertation, except filing theses or dissertations and/or taking final (comprehensive) examinations. However, be aware that it is a one-way process, and once you are on Filing Fee status you may not:

1. use any University facilities (e.g. Health Center, Housing, Library, Rec Hall, laboratories, desk space). However, you may purchase a library card and/or health insurance, if you wish;
2. make demands upon faculty time other than the time involved in the final reading of the thesis/dissertation or in holding final examinations;
3. receive a fellowship, financial aid or academic employment beyond a single quarter;
4. take course work of any kind;
5. conduct your dissertation research

You should be aware that many loan agencies do not recognize this status and may require early repayment of student loans.

Poster Symposium

The CDGG Poster Symposium is the opportunity for the graduating student cohort to showcase their theses in a large-sized poster. The poster symposium is a part of the CDGG specific graduation ceremony that the students organize with support of CDGG staff, prior to the official Office of Graduate Studies Commencement Ceremony. It is expected that all of the second year cohort will produce a poster and participate in this event.

Graduation

The program generally takes 2 years to complete. For some students this will conclude after their second summer. (Theses need to be filed prior to the start of the fall quarter to avoid having to register for the fall.) After the thesis or exam is completed you will have a final exit interview with Graduate Studies and if everything is completed to their satisfaction you will be placed on the next final degree list.

Post-Graduation

We greatly value all of our students and want you to stay in touch with us as alumni. We welcome your ideas on how you would like to stay engaged through attending campus events, coming to give guest lectures, hosting student interns or recruiting graduates in your new jobs, becoming a donor to support future cohorts, or other activities.

After graduation your UCD email address will remain open for a few months. If you want to continue to get UC Davis information you can request an alumni email account from the Alumni Center. If you want to stay in contact with the department (and we hope that you will!), please inform Carrie of your email address and your new job information so it can be added to the website..

Core Community Development Courses (required)

CRD 240. Community Development Theory (4)

Lecture/discussion—4 hours. Introduction to theories of community development and different concepts of community, poverty, and development. Emphasis on building theory, linking applied development techniques to theory, evaluating development policy, and examining case studies of community development organizations and projects.—I. (I.)

CRD 250. Professional Skills for Community Development (4)

Seminar—4 hours. Prerequisite: course 240. A project-based learning course in which students function as a virtual consulting group to produce a product for a specified client or clients. III.

CRD 290. Seminar (1) — Doing and Debating Development

Seminar—1 hour. Guest presentations on a wide variety of community-development topics. Fall presentations focus on the themes of diversity, inclusion, and social justice in community development. Winter presentations are focused on professional skill-building. Spring presentations are devoted to graduating student thesis presentations. (S/U grading only.)—I. II. III.

AAS 204. Seminar (4) — Methodologies in African American and African Studies

Seminar – 3 hours. The relationship between theory and methodology, with emphasis on identifying relevant methodological approaches and constructing theoretically informed research projects for studying the experience of people of African descent whether on the African continent or in the rest of the world. – II.

OR

LDA 202. Seminar (4) – Methods in Design and Landscape Research

Seminar – 4 hours. Explores many of the research and advanced design and planning methods employed in landscape architecture. Exercises provide the student with a vehicle for designing independent landscape research and creative activities. Lectures provide a historical overview of research methodology. – I.

NOTE: These two methodology courses are taught on alternate years. **You must take whichever of these two methods courses that are taught in your first year.** This ensures that you can use these skills in designing your thesis.

Core Community Development Courses (electives)

CRD 241. The Economics of Community Development (4)

Seminar—4 hours. Prerequisite: graduate standing. Economic theories and methods of planning for communities. Human resources, community services and infrastructure, industrialization and technological change, and regional growth. The community's role in the greater economy.—I.

CRD 242. Community Development Organizations (4)

Seminar—4 hours. Prerequisite: course 240. Theory and praxis of organizations with social change agendas at the community level. Emphasis on non-profit organizations and philanthropic foundations.—III.

CRD 244. Political Ecology of Community Development (4)
Lecture – 4 hours. Community development from the perspective of geographical political ecology. Social and environmental outcomes of the dynamic relationship between communities and land-based resources, and between social groups. Cases of community conservation and development in developing and industrialized countries. – II.

CRD 245. The Political Economy of Urban and Regional Development (4)
Lecture—4 hours. Prerequisite: course 157, 244, or the equivalent. How global, political and economic restructuring and national and state policies are mediated by community politics; social production of urban form; role of the state in uneven development; dynamics of urban growth and decline; regional development in California.—III.

CRD 246. The Political Economy of Transnational Migration (4)
Lecture—4 hours. Prerequisite: graduate standing. Theoretical perspectives and empirical research on social, cultural, political, and economic processes of transnational migration to the U.S. Discussion of conventional theories will precede contemporary comparative perspectives on class, race, ethnicity, citizenship, and the ethnic economy.—II.

CRD 247. Transformation of Work (4)
Lecture/discussion—4 hours. Prerequisite: graduate standing in history or social science degree program or consent of instructor. Exploration of the ways that the experience, organization, and systems of work are being reconfigured in the late twentieth century. The impacts of economic restructuring on local communities and workers.—III.

CRD 248. Social Policy, Welfare Theories and Communities (4)
Seminar—4 hours. Prerequisite: graduate standing. Theories and comparative histories of modern welfare states and social policy in relation to legal/normative, organizational, and administrative aspects. Analysis of specific social issues within the U.S./California context. Not open for credit to students having completed course 248A and 248B. Offered in alternate years.—III.

CRD 248A. Social Policy, Welfare Theories and Communities I (2)
Seminar—2 hours. Prerequisite: graduate standing. Theories and comparative histories of modern welfare states. Theories of welfare and social policy in relation to normative, organizational, and administrative aspects of welfare and social policy. Offered in alternate years.

CRD 248B. Social Policy, Welfare Theories and Communities II (2)
Seminar—2 hours. Prerequisite: graduate standing, course 248A concurrently. Analysis of a specific set of social issues within the U.S./California context. Issues may include poverty, hunger, housing, health, family, disability, economic opportunity, affirmative action orientations, gender, old age, or special social groups. Offered in alternate years.

Note: these three course are not currently offered.

CRD 249. Media Innovation and Community Development (4)
Seminar – 4 hours. Role of innovative media in communities and social change. Studies historical, practical and theoretical issues involving media in community organizing, social justice movements, democracy initiatives, and economic justice. – II.

CRD 298. Group Study (1-5)

GEO 220. Topics in Human Geography (4)

Seminar – 4 hours. Examination of philosophy and theory in human geography with an emphasis on contemporary debates and concepts in social, cultural, humanistic, political, and economic geographies. Specific discussion of space, place, scale and landscape; material and imagined geographies. – II. *Pending approval by academic senate*

LDA 201. Theory and Philosophy of the Designed Environment (4)

Major theories and ideas of environmental design and planning. The epistemology of design will serve as a framework to review critical theory in contemporary landscape architecture, architecture, planning, and urban design. Normative theories of design and planning will be reviewed along with relevant theories from the social and environmental sciences.

LDA 204. Case Studies in Landscape Design and Research (4)

Seminar – 4 hours; field trip required. Real-world designed environment situations where creative activity and/or basic research is the primary product.

LDA 205 (GEO 233). Urban Planning and Urban Design (4)

The aim is to give students an understanding of how built landscapes evolve, and how they can be creatively planned and designed in the future so as to meet social and ecological goals. This class is appropriate for students in community development, geography, landscape architecture, and environmental planning programs, as well as others interested in land use, sustainable development, or place-making strategies beyond the building scale.

LDA 215. Ecologies of Infrastructure (4)

Focus on design practices and theory associated with ecological conceptions of infrastructure, including networked infrastructure, region/bioregion/regionalization, ecological engineering, reconciliation ecology, novel ecosystems, and theory/articulation of landscape change. –II.

Internship/TA/Research Courses

292. Graduate Internship (1-12)

Internship—200 hours/7 credits. Individually designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. (S/U grading only.)

299. Research (1-12)

(S/U grading only.)

396. Teaching Assistant Training Practicum (1-4)

This is typically taken while serving as a TA and allows students to remain in good standing without having to take a full 4-credit class on top of heavy TA duties. For TA-ships with non CDGG professors, the CDGG Chair can serve as the Instructor of Record.

Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)—I, II, III.

Students may take up to 12 credits of upper-division undergraduate courses that cover topics not available in graduate courses. These must be approved by your Advisor.

University Extension Course Opportunities

By special arrangement with UC Davis Extension. CDGG students are able to take up to 12 units of courses on topics of their choice for no extra charge. CDGG course registration is contingent on the following conditions: 1.) there is space available in the class; 2.) there are enough paying students to make the course feasible; 3.) the course is letter graded.

UC Davis Extension has a wide range of professionally-oriented courses relevant to community development, ranging from facilitation and conflict resolution; GIS; land use and natural resource management. (<https://extension.ucdavis.edu/>).

Note: UC Davis Extension is distinct from UC Cooperative Extension, which is part of University of California Agricultural and Natural Resources that is responsible for sharing university research with the broader public. See <http://ucanr.edu/>

Thesis Guidelines

A master's thesis is a capstone research project on the topic of your choice. It is an exciting opportunity to learn how to develop, implement and document field research in conformance with standards and practices of scholarly investigation for the topic being studied. Students should select a topic that excites your curiosity and passion and that is also manageable within a two-year program. Your Thesis Chair will help you find this balance, but you will need to be responsible for making the final decision about the scope and scale of the thesis. Theses become a part of UCD's library holdings and are made available to the public through the CDGG website.

CD students who elect the thesis option should take into consideration the following suggestions:

- Begin to organize early. Preferably have research ideas conceptualized if not into a thesis proposal by the end of your first year. The process often takes longer than expected.
- Get your Graduate Studies Thesis Guidelines information from Graduate Studies or off their webpage. <http://gradstudies.ucdavis.edu/forms>
- Form a thesis committee of three faculty. When forming the committee select individuals who know you and your work and have knowledge of the field you have studied. Also select people who can help you get jobs or get into a Ph.D. program if that is your goal.
- The thesis committee chair, and least one other committee members must be members of the CDGG. Consult the Graduate Advisor for assistance with this process. Regulations on committees are at http://www.gradstudies.ucdavis.edu/gradcouncil/advanced_degree_committees.pdf.
- If necessary, one person on the committee (with a Ph.D. or comparable expertise) can be selected from outside the University, though this requires a petition to Graduate Studies. This option is rarely used.
- This committee's role is to guide the thesis process. The faculty will help the student plan and monitor research design and data collection methods, suggest literature to review, edit the student's thesis drafts, ask questions during the thesis defense and confer the degree.
- The Chair and the student should take the initiative to determine an appropriate protocol and to set initial deadlines.
- Keep in mind: Student need to take responsibility for staying on track with your thesis deadlines, keeping in contact with chair and committee members to ensure progress towards your goal.
- Know the deadlines for the quarter you are graduating in as you need to file for candidacy before completing the thesis and thesis defense. Carrie has the applications at her desk.
- Anticipate the time required for such as faculty review, re-writes and revisions and issues with faculty members being gone on sabbatical or over the summer.
- All Graduate Studies approval forms (and your transcripts) need to be evaluated by Carrie and signed by a faculty advisor before you go to Grad Studies with the paperwork.

The Thesis Proposal Outline

To help clarify your project for both yourself and your committee at the outset, students should prepare a research proposal. Exact format is up to your committee chair, but in general it is good to start with a concise two-page outline of your proposed research (brevity encourages focus). Don't go on at length describing the context or why this work is important. Include the following:

1. Title of your project (don't skip this; it helps you focus on what you're doing!)
2. Brief background. A one paragraph explanation of why you want to do this/its importance and relevance
3. Research question/goal (try to avoid multiple questions or goals, or keep these closely related. Keep the goal simple enough that you could easily explain it to parents or friends in one sentence.)
4. Methods. One paragraph explaining your method and data sources (e.g. interviews, case studies, focus groups, surveys, ethnography, participant observation, quantitative analysis, post-occupancy evaluation, site analysis and design, GIS analysis, direct observation and behavior mapping, etc.)
5. Outline of final product (number of pages; a short list of 4-7 chapters with target lengths for each). Aim for 50-70 pages total. Make a separate list of any essential graphics and maps.
6. Committee, if known (chair plus two other members).
7. Timeline. Work backwards from when you want to finish. Include the following:
 - Finalize proposal, confirm committee, obtain IRB approval if necessary
 - Review literature
 - Conduct field work
 - Write first draft
 - First draft to committee (allow them at least 2-3 weeks to read it)
 - Comments back from committee (give yourself at least 2 weeks to produce a final draft)
 - Final draft to committee (at least 2 weeks before defense)
 - Defense date (at least 2 weeks before final submission)
 - Final submission to UCD (check with Grad Studies or CD advisor for deadlines & procedure)

Note: Drafts of thesis documents are usually double-spaced. Use 12-point type and 1 inch margins. Grad Studies has requirements for the final document and other useful information at http://gradstudies.ucdavis.edu/students/degree_candidates.html.

Institutional Review Board

If you will be working with human subjects (doing interviews, focus groups, etc.) you will need to file a human subjects protocol from the UC Davis Institutional Review Board (IRB). The IRB will require a copy of your survey or interview questions. Many social science research projects involving interviews or surveys are exempt under the IRB's Category 2 Exemption as long as respondents are treated anonymously. Further information and the Exemption Form are available here: <http://www.research.ucdavis.edu>. Allow plenty of time to receive IRB exemption or approval

before you start your work. The IRB also regularly provides seminars which are announced on GradLink.

The Thesis Project Option

In contrast with standard thesis, which involves significant theory, field-based data collection and academic analysis, the project thesis option is centered on the production of a product or products for use by a specified client. Students contemplating a Ph.D. may want to consider the standard thesis approach. However, for students planning to embark on professional work, the project thesis option can provide an opportunity to work with an interesting community organization and make useful contacts with professionals.

The project option has somewhat less emphasis on theory than the thesis, and more emphasis on professional application and recommendations. But it still situates the work in the context of the community development field and relevant literature. Projects may be expected to utilize a broader variety of formats and media than theses.

The format for a Project Thesis is similar to a standard thesis but varies most in the findings and analysis sections. It will begin with an introduction and a brief review of relevant literature but instead of reporting on field research data, the Project Thesis presents a professional report or product. It will conclude with a reflection section on the lessons learned from the project that can be used to inform the broader field of community development.

Some examples of recent Project Theses have included: a curriculum guides for engaging marginalized youth in participatory mapping, a market analysis of value-added meat processing, design guidelines for county-level land use planning; and a prototype for affordable solar power. These and others can be found on the CDGG student thesis webpage.

<http://communitydevelopment.ucdavis.edu/resources/resources.php>

A letter of agreement between the student and client is required at the beginning of the project, detailing expected products and the expected working relationship. A second letter is requested from the client at the conclusion of the project, confirming successful delivery of the agreed-upon materials. The thesis committee will consider the client letter along with the thesis itself in its assessment of the student's performance.

Thesis Defense (for both standard Theses and Project Theses)

This is an opportunity for you to present your thesis to your committee, receive feedback for final revisions of the thesis, and equally important, engage in dialogue with scholars with an interest in your work. Prior to the defense you will have submitted two complete draft to your thesis committee on a schedule agreed upon by your Chair and committee members.

The thesis defense is generally up to two hours in length. The typical format begins with committee meeting briefly alone to share their initial assessment of the thesis and to flag any particular issues to raise in the discussion. The student then joins the committee and makes an approximately 30 minute presentation. This can be accompanied by powerpoint slides. This presentation starts with the student's "story" of how they became interested in a community development master's degree and in this thesis topic. The student then presents the highlights of the thesis (remembering that the committee has read it) that call out the questions, methods, key findings, analysis, as well as remaining questions and requests for feedback on specific elements for further refinement.

The oral exam is a great conclusion to the thesis project and a well-deserved celebration. If you're concerned, ask your faculty committee what you should expect in an oral exam. Some students take in beverages and food to celebrate (but this is not required or expected.)

Public Presentation

As part of being a community development scholar it is important to share your scholarship with your community in a public presentation. Most students chose to present their thesis in the spring session of CRD 290 (Doing Debating Development) in their second year. Students may elect other presentations forums on or off campus as well.

Submitting an Electronic Copy of Your Thesis

In addition to the materials you file with Graduate Studies, provide a complete copy of your final thesis as a single PDF file to the Community Development Graduate Group master advisor. Your thesis will be made available to others electronically on the CDGG website.

Key Milestones to Complete the MS in 2-years**	Milestone	Form required to be filed with Carrie Armstrong-Ruport
September 24th incoming students first year	Meet with initial advisor before the beginning of classes	Degree Requirements Planner form --signed by Initial advisor
December 1 st , each year	Submit plan for courses to be taken for the current year	Updated Degree Requirements Planner form --signed by Initial advisor
May 1 st , first year	Select Permanent Advisor and/or Change of Graduate Advisor	Selection of Permanent Advisor form and/or Change of Graduate Advisor --signed by Permanent advisor
June 1 st , first year	<ul style="list-style-type: none"> - Select a thesis committee - Optional: Complete thesis proposal to allow summer research 	Appointment of Master's Thesis Committee form --signed by committee chair
June 1 st each year	PROGRESS REPORT*	Meet with Permanent Advisor and signed by Graduate Advisor
Summer between 1 st and 2 nd year	<ul style="list-style-type: none"> - Internship - Potential thesis field work if proposal completed 	Report on Internship --completed by student and submitted to Carrie Armstrong-Ruport
End of fall quarter, 2 nd year (at the latest)	Approval of thesis proposal by thesis committee	Advisor's Report on Master's Thesis Proposal Defense form --signed by Permanent advisor
May 1 st , second year	Advanced to Candidacy* (completed all degree requirements except Thesis/Exam)	Advanced to Candidacy form signed by Graduate Advisor --submitted to grad studies and Carrie Armstrong-Ruport
Spring of 2 nd year (Many students complete and file their thesis over the summer.)**	<p>Thesis defense</p> <p>Public presentation and completion of thesis</p>	Copy of thesis, including Thesis Committee Approval page --signed by thesis committee
Upon Graduation	Submit electronic copy of thesis	Copy of thesis submitted to Carrie Armstrong-Ruport

*Office of Graduate Studies Forms

** Graduate Studies considers the two-year master's program to run for a full 24 months.

RESOURCES

Sources of financial assistance include: loans, grants, fellowships, work-study, Teaching Assistantships (TAs) and Graduate Student Researchers (GSRs).

Loans, Grants, and Fellowships

Loans, grants and fellowships are available through the Campus Financial Aid Office, and information regarding them is available through Graduate Studies, the Graduate Student Association (GSA) and the Financial Aid Office. There are listings of UC Davis sources of financial support for graduate students at: <http://gradstudies.ucdavis.edu/ssupport/index.html> There is also a useful listing of external fellowship opportunities at: http://gradstudies.ucdavis.edu/programs/external_fellowships.cfm

The Erna and Orville Thompson Graduate Student Fund

The Erna and Orville Thompson Graduate Student Fund is funded by an endowment that is to be used to support graduate studies in community development, in particular to support research projects and/or travel to present either a poster or paper at professional meetings. Grants are awarded based on a competitive review of proposals. A call for proposals, with detailed guidelines, will be issued early in the winter quarter, with a deadline towards the end of the winter quarter. This is a good way to fund summer research trips between the first and second year of study. Specific grant sizes vary from year to year (depending in part on available funds), but in recent years the maximum amount for research expenditures has been \$2,000, and \$500 for travel to professional meetings.

Graduate Research Assistant – Work-study

Work-Study is basically a grant that partially funds your employment on campus. Graduate Financial Aid, in collaboration with Graduate Studies and individual academic departments, awards Work-Study to graduate students based on student eligibility, as determined by the student's FAFSA need analysis, and the completion of any open financial or federal aid requirements.

To be considered for Work-Study funding, graduate students are required to:

- File the Free Application for Federal Student Aid (FAFSA), available online at fafsa.ed.gov.
- Work with their academic program to request a Graduate Student Researcher (GSR) Work-Study position. Academic Program staff hire the GSRs and notify students when Work-Study awards are posted online.

If you receive a work-study award, you still have to find a paid *Graduate Student Researcher* position that will enable you to take advantage of it. In a few words, work-study is subsidized employment, which eligible faculty employers like very much. Carrie will put out a call to update your FAFSA and look for work-study opportunities during Spring Quarter. Research positions don't necessarily require a job announcement, and they definitely tend to go to students the faculty member has already seen in action. So—*the best way to get hired is to develop relationships with instructors and researchers and be persistent*. Be up front about desired employment, interest in teaching or the person's on-going research. Ask about potential new projects.

TAs and Readers

The department has very few TA and Reader positions. Normally those TAs and Readers are selected before 1st year students arrive. Carrie will send out emails about jobs as these positions become available during the year. Look up the courses you have experience in and would like to TA, then approach the instructors. It may be a long shot this year, but seeds sown now may well bear fruit the next time the course comes around. It's a lot like pursuing any job—schmoozing helps. And when you get a job, be dependable.

If you intend to TA, there's a mandatory TA training workshop you will need to attend. It is held only once a year in September and is offered by the campus Center for Excellence in Teaching and Learning. If you simply want information about TAing or help along the way, the Center is very helpful (1321 Haring Hall). Student academic jobs vary in intensity of work. Readers simply read and grade exams. Teaching Assistants take an active role in the teaching process by leading discussions and giving guest lectures. Not all classes have discussion sections. The department also recognizes a TAship with special units that count for our overall progress and that will appear on your transcripts.

The *Center for Educational Effectiveness (CEE)* offers a wide array of resources, classes and overviews on a wide variety of teaching related topics. Their activities are listed under <http://cetl.ucdavis.edu> and you will additionally get information about them through the newsletter 'GRADLINK' of the Graduate Studies. Please note, if you plan to work as a Teaching Assistant or Reader, you must take the Teaching Resource Center's Sexual Harassment Classes held in September.

Traditionally, the responsibilities of reading and grading and copying fall under the job title of "Reader." Jobs as TAs Readers and Grad Student Researchers pay relatively well. Carrie can provide you with the current pay scale. TAs/Readers receive a partial fee remission. To obtain your remission, however, you must be appointed within one week of the start of the quarter at a minimum of **25%** (10 hours) for the entire quarter. The remission is processed after employment paperwork has been completed. The deadline for advanced payment of fees is one month prior to the start of the quarter, but Student Aid Accounting will issue refund checks if your qualifying appointment is processed after the late fee deadline. Students are responsible for any late registration fees.

Working the Network

One of your first big tasks in settling into the CD graduate program will be to "research" the faculty relevant to your course of study. Carrie will provide summaries of the respective research interests and courses taught by the different faculty of our graduate group, which can get you started. Most likely you'll find yourself going outside of the grad group to find other faculty involved in your area of interest. One simple way to find these folks is to go through the course catalog and look up the instructors of the courses you find interesting. Your Initial Advisor also can help locate appropriate courses and faculty.

The process of "researching" the University faculty relevant to your studies is basic and essential to making your graduate studies complete. It may seem a bit daunting or intimidating at first, but you'll find most faculty are more than eager to talk to new students interested in their research. Their research can give you insights that go beyond current literature. Faculty can also turn you on to new literature, or even take you on board as a researcher or TA. This process is also basic to the nature of a graduate group—a lot of work is self-initiated, not much is laid out for you as a path—though

previous students' course lists and experiences can be a guide. It is up to the student to carve his/her own path of coursework and study, which means researching courses and faculty in other departments.

Faculty Titles at the UC are based on the following structure:

- *Instructor*: Hired on a year to year basis to teach undergraduate classes.
- *Lecturer*: Usually hired on a year to year basis, primarily to teach undergraduate classes. Members of the Academic Federation. Can serve on a thesis committee, but not as Chair.
- *Professional Researcher*: A faculty member in the Academic Federation who does not have a teaching or advising role, but can serve on a thesis committee if they have a Lecturer without Salary title as well.
- *Assistant Professor*: A person in a tenure track position and member of the Academic Senate who is trying to assemble a research, teaching, and service record enough (up to seven years) to become an
- *Associate Professor* A person granted tenure (permanent employment) based on the quality and quantity of publications (research), teaching effectiveness, and University and community service.
- *Professor*: The highest rank based on excellence on the same criteria, teaching research and service.

In addition, Cooperative Extension Specialists are hired by UC Cooperative Extension (part of all land-grant colleges) for University "outreach." Many Extension Specialists are members of graduate groups. They are in the Academic Federation and may sit on a thesis committee, but not as a chair. However, CE Specialists with Lecturer without Salary titles can serve as Chair of thesis committees.

Other Resources

California State Library

When you use the University Library's computer catalogue system, MELVYL, you may occasionally come across listings that are only available at "CSL." That is the acronym for the California State Library, located just to the southwest of the Capitol building in Sacramento. If you are researching any state or local histories within California, the CSL is often your best source. Fortunately, it's less than 20 minutes away by car and accessibly by Yolo Bus. Its text collection and historical archives are extensive, but unfortunately not available for loan to people who are not State employees. They do offer an in-house reproduction service of some documents, however.

The UC system is host of CDL, the California Digital Library, which gives you access to vast resources of databases free of charge. Anyone can access the full range of the library's licensed databases from one of the UCD campus libraries. Remote or off campus access, however, is restricted to UCD students, faculty, and staff. Use your Kerberos User ID and password (obtain at the Information Technology/IT help desk in Shields) to logon to my.ucdavis.edu, or go to <http://www.lib.ucdavis.edu/ul/services/connect/> for additional ways to connect.

We highly recommend you participate in one of the seminars that Shields Library organizes to make full use of its resources is recommended. A current schedule can be found on the library's home page at www.lib.ucdavis.edu (path is Library Services/Instruction.) Also, you can download for free a very useful and easy to master bibliographical program for the MyUCDavis Website (called

“Endnote”) that you should get familiar with as soon as possible and use from the very first day you start reading and researching.

Electronic mail and Internet. The most important way to communicate is over the E-mail network, made very accessible to us here on campus. The University has a complete infrastructure of support for those needing help with or acquaintance to the campus E-mail system and Internet. Nearly everything you could need is available at: <http://iet.ucdavis.edu/>

UC Davis expects all students to own a computer with an internet connection, CD-ROM drive, and printer. Computers must be able to run a word processing program, spreadsheet program, email program, and Web browser. The campus features a wireless network throughout the majority of the campus that is free to all UC Davis affiliates. For coverage maps and connection information, visit wireless.ucdavis.edu.

There is a computer lab available for your use on the 3rd Floor of Hart Hall. Carrie will give you the combination to the door.

The Community Development Grad Group has its own listserv on which students can send each other messages and on which Carrie Armstrong-Ruport and Faculty can post information. Note: no one except current CD students can read your correspondence on this list. To post to this listserv, send email to: cd-students@ucdavis.edu.

CD Grad students and CD alumni also have a discussion group outside the UC Davis domain and you are highly encouraged to enroll in that list: cdlinks@yahoo.com.

FORMS

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**MASTER OF SCIENCE PROGRAM IN COMMUNITY DEVELOPMENT
Degree Requirement Planner**

(File copy of signed and updated form with Graduate Coordinator)

STUDENT NAME: _____

DATE: _____

GRADUATE ADVISER: _____ MAJOR PROFESSOR _____

Community Development Core Courses (24 Units)

		Quarter/Year	
		Planned	Completed
CRD 240	Community Development Theory (4) Fall Qtr of Yr 1	_____	_____
CRD 250	Professional Skills for Community Development (4) Spring Qtr of Yr 1	_____	_____
CRD 290	Community Development Seminar (4) (p/np) (4 quarters of enrollment required) Fall, Winter, Spring Qtr of Yr 1; Spring Qtr of Yr 2		

1 course from the following in the first year of the program to complete the research design requirement:

AAS 204	Methodologies in African American and African Studies (4)	_____	_____
LDA 202	Methods in Design & Landscape Research (4)	_____	_____

Choose 2 courses from the following to complete the core course requirement:

CRD 241	Economics of Community Development (4)	_____	_____
CRD 242	Community Change Organizations (4)	_____	_____
CRD 244	Political Ecology of Community Development (4)	_____	_____
CRD 245	Political Economy of Urban & Regional Development (4)	_____	_____
CRD 246	Transnational Migration (4)	_____	_____
CRD 247	Transformation of Work (4)	_____	_____
CRD 248	Social Policy, Welfare Theories and Communities (4)	_____	_____
CRD 249	Media Innovation and Community Development (4)	_____	_____
GEOG 220*	Topics in Human Geography (4)	_____	_____
LDA 201	Theory and Philosophy of the Designed Environment (4)	_____	_____
LDA 204	Case Studies in Landscape Design and Research (4)	_____	_____
LDA 205 (GEO 233)	Urban Planning and Urban Design (4)	_____	_____
LDA 215	Ecologies of Infrastructure (4)	_____	_____

* Pending Academic Senate Approval

Electives (20 elective units plus thesis, or 24 elective units plus exam) _____ **Quarter/Year**

Courses must be LETTER GRADED and at least HALF of electives must be 200 LEVEL OR HIGHER
One course must be a methods course appropriate to areas of specialization

	Number	Title		
(methods)	1. _____	_____	_____	_____
	2. _____	_____	_____	_____
	3. _____	_____	_____	_____
	4. _____	_____	_____	_____
	5. _____	_____	_____	_____
(exam option)	6. _____	_____	_____	_____

Internship (Required—200 Hrs or 7 units)

IMPORTANT NOTE: Internship units DO NOT count toward core unit requirements. Meet with Carrie Armstrong-Ruport, Program Coordinator before pursuing any internship.

Copy of completed Report on Internship must be filed with Carrie Armstrong-Ruport.

Faculty internship sponsor: _____

Agency: _____

Dates of Internship: _____

Required Signatures:

Faculty Advisor: _____

Date: _____

Grad Chair: _____

Date: _____

SELECTION OF PERMANENT ADVISOR

Student Name: _____

With mutual agreement, I have selected _____ as my permanent advisor.

Permanent Advisor's Signature

Date

Please return to Graduate Program Coordinator by May 1 of the first year in program.

CHANGE OF GRADUATE ADVISOR

Student Name: _____

With mutual agreement, I have selected _____ as my new permanent advisor.

New Advisor's Signature

Date

Graduate Group Chair's Signature

Date

APPOINTMENT OF MASTER'S THESIS COMMITTEE

Student's Name: _____

What is the nature of your research?

Committee Members:

Thesis/Permanent Advisor: _____

Second Reader: _____

Third Member: _____

How will each member contribute to your research program?

Committee approved by:

Graduate Group Chair's Signature

Date

Please return to Graduate Program Coordinator by June 1 of the first year in program.

REPORT ON INTERNSHIP

See Carrie Armstrong-Ruport in 133 Hunt Hall to pick up internship forms.

ADVISOR'S REPORT ON MASTERS THESIS PROPOSAL DEFENSE
(Due at the end of fall quarter in the second year of the program)

Student Name: _____

Meeting Date: _____

Committee Members Present: _____

-
- Approved
 - Approved with revisions as described
 - Not approved

Proposal Evaluation: _____

Permanent Advisor's Signature _____ **Date** _____

****Attach proposal copy to this completed form and return to Graduate Program Coordinator**

2016-2017 Graduation/Degree Deadlines for Master's Students

Degree List:	September 2016	December 2016	March 2017	June 2017	September 2017
File Application for Candidacy*	May 13	August 5	October 28	January 27	May 12
File Thesis with Committee*	June 20	September 19	January 6	March 30	June 26
File Thesis with Graduate Studies	August 26	December 2	March 10	May 26	September 1
Final Day for Comprehensive Examination	September 9	December 9	March 24	June 15	September 15

*This date is only a suggestion and is not intended as a firm deadline.
All dates are subject to change.

Forms for both the Thesis and Exam Options are found on the Grad Studies website.

<http://gradstudies.ucdavis.edu/forms/>

- Candidacy for the Master's Degree – Thesis Plan I. This form establishes for thesis committee. It must be signed by your faculty advisor and the Chair of your thesis committee)
- Candidacy for the Master's Degree – Comprehensive Exam Plan II. This establishes your exam committee.
- Graduate Program Exit Information. Passes on contact information for post graduate residence.
- Master's Candidate Checklist for Completion of Degrees. A check list
- Master's Exam Report Form – Plan II. This form needs to be signed by all members of your examination committee.
- University Library Release. Allows the library to file your thesis.

APPENDICES

Appendix I
Human Ecology Department
Policy adopted by HCD Unit February 23, 2005

Guidelines for Awarding Academic Credit for Coursework Requiring Contracts

1. Written internship and research contracts signed by the faculty sponsor and student (and field supervisor if appropriate) are required to be submitted to the HCD Advising or Internship offices by the UCD Registrar's deadline for adding classes, in order to receive a valid CRN number to enroll in a course requiring a contract.
2. The UCD Registrar's deadline for adding classes is the 12th day of instruction. Advising office staff will attempt to remind students and faculty of the finality of this deadline and will not issue any CRN's after this date.
3. It is the student's responsibility to obtain and complete the proper contract forms, to collect the required signatures on the contract form, to submit the forms to the appropriate office (HCD Advising or HCD Internships), to collect the course related CRN#, and to enroll on or before the UCD Registrar's last day to ADD course work for the current quarter. If the student does not meet this deadline, they will need to enroll for unit credit at the start of the next academic quarter. No credit will be awarded for research or internship work started before students have turned in a completed contract to the HCD department.
4. If a student manages to enroll in a course requiring contracts without submitting the proper forms to the appropriate office (HCD Advising or Internships) the HCD academic advisors will request that the student's registration for that class be invalidated.
5. Undergraduates must be enrolled in Summer Session I or II if they wish to receive academic unit credit for research or internship work during the summer months.
6. Graduate students may engage in research or field work during the summer months and receive unit credit for this work during the next Fall Quarter if they have a completed contract on file (indicating faculty approval) with the HCD department prior to the start of their work.
7. The 200 hour internship requirement for CD graduate students earns 7 units credit. (200 hours internship work plus 10 hours for preparation of a written report, for a total of 210 hours, at 30 hours per unit.)

(This policy is in effect for the following majors and programs: Community Development, Community and Regional Development, Human Development, Child Development, International Agricultural Development)

Appendix 2
How to Select A Faculty Sponsor
Department of Human Ecology

CDGG graduate students complete 200 hours (7 units) of internship work in fulfillment of M.Sc. degree requirements.

PROCEDURES

The Internship course is CRD 292 and contracts are located in Carrie's office at 133 Hunt Hall. Special study and research courses are numbered CRD 299. To obtain a CRD 299 CRN, please contact Carrie via email at caruport@ucdavis.edu.

When a student wishes to enroll in an internship, special study, or research coursework, it is the student's responsibility to first identify, locate, and secure written approval from a faculty sponsor (this can be your faculty advisor). Enrollment for CRD unit credit can be sponsored by any of the faculty within the graduate group.

To apply for academic unit credit, CDGG students are required to complete an internship contract (work plan) **BEFORE** they begin counting hours toward the fulfillment of their internship or special study/research course work. This contract (with approval signature from CDGG faculty) must be on file with the Community Development Graduate Group before the internship begins. Faculty demonstrate consent to sponsor internships or special study course work by listing an academic assignment on the "*To be Completed by Faculty and Student,*" page of the contract and by signing their name on the form.

Obtain a CRN# for internship course work by delivering a completed internship contract to the CDGG internship coordinator in 133 Hunt Hall.

SPECIAL NOTE FOR STUDENTS

Faculty are under no obligation to sponsor internships, special study, or student research projects. Those who do agree to serve as sponsors are voluntarily increasing their academic work load. Please keep this in mind and be courteous when asking faculty to sponsor (and eventually evaluate) your internship or special study course work.

QUESTIONS? Please contact Carrie Armstrong-Ruport, CDGG Internship Coordinator for 530-752-4119 or send an email message to caruport@ucdavis.edu. Her mail box is in 133 Hunt.

Appendix 3 Rationale and Structure for Internships

Rationale:

A reflexive period in a professional environment is an essential part of education in community development. The concepts of “praxis”, or the critical interaction between knowledge and action, requires opportunities for students to subject their theoretical learning to the test of professional practices. One, though not the only, way is to pursue this goal in an internship setting. The CDGG places a high value on this praxis experience and therefore requires this of all students, regardless of level of prior professional experience.

Student internships provide opportunities for students to gain valuable experience in their prospective field, expand their grasp of possible careers, create a network of contacts, and/or gain school credit. Both students and employers benefit from the prospect of interns returning to the organization after completing their education and requiring little or no training.

The experience that CDGG strives for, however, goes beyond the job opportunities and networking possibilities. The emphasis for CDGG is to use the internship time as field experience, as part of the educational goal to apply and analyze the use of knowledge in professional settings. This way it constitutes an experience in which the student reflects about what has (not) been learned to a professional situation with both a close mentoring sponsorship as well as an academic relationship.

That experience of bridging these two closely related, yet usually separated activities, the world of application and the world of theory, is the central concern of the internship experience for Community Development Graduate students: bridging the particular with the universal, defining the limitations of the general to the specifics of development intervention.

Definition:

In an internship, the student works in a temporary position with an emphasis on on-the-job training to develop new skills, networks, or other professional capacities, rather than merely employment.

An internship may be either paid, unpaid or partially paid (in the form of a stipend). Internships in non-profit organization such as charities and think tanks are often unpaid, volunteer positions. Internships may be part-time or full-time; typically they are part-time during the university year and full-time in the summer, and they typically last 6-12 weeks, but can be shorter or longer. The total internship requirement is 200 hours (7 credits), which can be met in one or multiple placements.

Roles:

A successful internship depends on the performance of three parties: the intern, the field supervisor, and the faculty sponsor.

- (1) The **intern** is responsible for brokering the relationship with the field/ host organization and working to link her academic training with the field experience of the internship. The students should consider the relative values of using the internship to explore new fields

and settings, on the one hand; and providing an opportunity to develop/ enhance relationships with organizations associated with a thesis project or future career goal, on the other.

- (2) The **internship field supervisor/ mentor** supports the intern to see the work performance as an educational experience and needs to be open to training and supporting the student to meet her learning goals.
- (3) The **academic sponsor** helps the student frame a set of conceptual questions to bring to the field experience and to reflect upon these questions in relationship to the internship experience. The advisor also needs to be open to new information outside his/her direct field of expertise and share his/her insights about the analytical and theoretical approaches and methods to cope with unexpected social problems.

Process:

1. The student seeks out internship opportunities through their professional networks, research interests, and campus resources. *See the Internship and Career Center Graduate Student program for a diverse list of internship opportunities, internship fairs, and other resources. <https://icc.ucdavis.edu/>*
2. The student works with a field supervisor to develop an internship contract that specifies the work activities, outputs, and other requirements.
3. The student identifies a faculty sponsor. This can be, but does not need to be, the student's major professor. The faculty sponsor fills out the sponsor section of the internship contract specifying writing requirements, additional reading (if appropriate), meeting schedule, and any other agreements.
4. The student submits the field supervisor and the faculty sponsor forms to the CDGG student advisor within the course registration period.
5. At the conclusion of the internship, the field supervisor completes the internship evaluation form. The student submits this form to the CDGG student advisor by the last day of classes.
6. The student submit the agreed upon paper or other required product to the faculty sponsor by the last day of class.

Interns in a CDGG cohort should consider organizing a participatory seminar in which they explore the various internship experiences and experiences in a collaborative and reflexive manner. This could be organized through a CRD 298 course with a faculty advisor.

Appendix 4

Sample Thesis Prospectus

Integrating a New Age Community into a Traditional Mexican Rural Village

Gustavo Galindo

The Issue

A planned new community, the “Health Promotion and Prevention Center,” which is to be built near El Carrizal, Mexico, is intended to provide health and medical services to urban clients. This new community will include nearly 100 employees of whom 60 will live at the facilities, and will serve around 300 guests. In the age of decentralization and globalization rural areas are attractive to facilities that cater to a cosmopolitan clientele, while most of these facilities contribute little back to the community. The problem to be addressed in this thesis is the potential to integrate the new community into the old, including possible areas in which cooperation by both communities may lead to mutually beneficial economic development and community service projects.

This is a critical issue because previous community planning efforts have failed to anticipate the potential of integrating new projects with old traditional communities. In some cases these projects have been completed with mutual benefit, and in other cases with conflict. A review of relevant literature will contribute findings that will identify strategies for bridging the interests of the two communities and for generating potential positive outcomes.

Approach

For this research I intend to complete an asset mapping of El Carrizal based on available census, economic, and government data in order to determine the institutional and economic resources in the old community. I will complete a similar mapping of the resources proposed in the plan for the Health Promotion and Prevention Center, the new development anticipated for the area. Based on these studies, areas of mutual collaboration by the two communities will be identified, and the potential for detailed collaboration by the two communities will be elaborated. The study will also analyze the organizational options for implementing a shared program between the two communities. Because the Health Center is still in the planning stages, this thesis will not conclude with an evaluation of the implementation of a plan, but with a comparison of several planning options that the new community might consider.

Generic Thesis Chapter Outline

Chapter 1. What is the question, issue, or problem the thesis addresses. (Expand and explain the prospectus paragraphs above.)

Chapter 2. What do we already know about this question, issue or problem? (Literature review)

Chapter 3. How can I find out more than already known about the question? (Methodology)

Chapter 4. What did I find out? Findings chapter (may be several chapters if needed.)

Chapter 5. So what? Why are the findings important? What policy implications are suggested by the findings? What steps might be taken for further research?

Appendix 5
The Miraculous Two-Year Thesis
By Erica Van Steenis (Class of 2014)

My Top Ten List

Okay, it didn't all go smoothly and I had the regular (luckily temporary) thesis fuzziness and field work glitches but ... I ran into professor Bernadette Tarallo after my oral exam and she suggested I write down how I managed to do it in two years. So, all horror and success stories aside, here goes.

1. Start thinking about your thesis topic/question in CRD 240.
2. Look for professors (outside our department if you have to) that are interested in your topic for support, feedback and inspiration.
3. Work for them if you can. This will provide you with a paid way to explore the edges of your research topic. Plus easy access to who will most likely be your Chair.
4. Use fellowship applications and other incentives to get a research proposal drafted your first Spring.
5. Do the open ended exploratory research that Spring and Summer (on your own or through an internship)
6. Take a methodology class your second Fall Quarter or earlier to nail down your specific research question and procedures. Bernadette Tarallo's CRD 151 was incredibly helpful!
7. Start interviewing or whatever you plan to do ASAP, like Summer and/or Fall. I spilled over into Winter Quarter too. Eeeeeek.
8. Oh yea...start your literature review or contextual writing while you are starting your research so that you have a first draft of everything but findings by the end of your second Winter Quarter. Start writing early and keep writing and revising throughout. I shared a strange draft of my thesis in early December (second year) with my committee (try and get these people together in the fall to go over your research plans) to get some feedback and basic "OK, sounds good, continue."
9. If you can...quit all of your jobs, take out a loan, and spend the entire Second Spring Quarter analyzing findings and writing, writing, writing.
10. Set all of your computer default settings to the graduate studies' required margins, pagination styles etc. Read those things they send you with deadlines, requirements etc. that sat under a pile on my desk for too long. And finally...(that makes 11)

Get a Peer Partner to remind you of all these dates and random things, not to mention the moral and academic support. I couldn't have done it without mine.