City, Culture, and Community (CCC)

Tulane University

GRADUATE HANDBOOK

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GRADUATE STUDY IN THE
CITY, CULTURE, AND COMMUNITY (CCC) PROGRAM
TULANE UNIVERSITY

Vision and Mission of the Program

The City, Culture, and Community (CCC) doctoral program is a broad-based and integrative graduate education-research program that addresses interrelationships between the physical environment, the built environment, and social, economic, and political institutions and processes that shape cities and metropolitan regions. The intellectual focus of the CCC program is unique in bringing together interdisciplinary approaches in the social sciences, social work, architecture, law, and humanities and applying them to understand a range of issues pertaining to cities, culture, and communities. The CCC's breadth of interdisciplinary study allows students considerable flexibility to tailor their training to individual research interests while providing some depth of disciplinary training in the tracks that individual students follow: social work, sociology, and urban studies.

The CCC program is designed to prepare students for professional careers in academic and non-academic settings. By interconnecting interdisciplinary and disciplinary education and training, the CCC faculty members encourage graduate students to select dissertation topics that offer the potential for a cross-disciplinary approach with the Ph.D. degree awarded in "Social Work – CCC," "Sociology – CCC," or "Urban Studies - CCC". The goal is to produce a well-trained cadre of professionals, social scientists, and humanists who have a common vocabulary and an integrated framework with practical and creative experiences to pursue careers in a wide range of sectors: academic, governmental, community, private, and public, or some combination.

CCC curriculum and research training give students an interdisciplinary conceptual and practical basis to study the dynamics of urban, cultural, and community change in international and comparative terms and frameworks. Unlike most disciplinary-specific doctoral programs, where the overwhelming majority of classes are separately taught by faculty in the discipline, required CCC courses are co-led and team-taught by multiple participating faculty members from diverse academic units (e.g., social work, sociology, architecture, and so on).This critical pedagogical feature enables students to confront different and often opposed disciplinary frameworks, paradigmatic schema, and methodological orientations. Team-taught courses also engender dialogue and synthesis with students as active participants and interrogators.

Program Goals

The City, Culture, and Community (CCC) Graduate Program at Tulane University seeks to synthesize and integrate disciplinary, multi-disciplinary, and interdisciplinary perspectives to accomplish three principal goals:

> (1) Produce highly educated researchers with advanced theoretical and methodological skills and flexibility to compete in the academic, governmental, non-profit, private, and public sectors, or some combination.

(2) Develop partnerships between faculty and students to extend scholarship in important areas of research, creativity, and practice to benefit the New Orleans community and society-at-large.

(3) Create new methods, theories, and innovative approaches to address the world's most challenging urban, environmental, and sustainability problems.

The CCC's program of graduate study aims to train and develop professional scholars and practitioners who are qualified to conduct original research, teach at the college and university level, and pursue careers in the non-academic sector. This requires mastery of diverse forms of theory, research methods, statistics, and the substantive literature of particular disciplines and interdisciplinary fields. All the graduate requirements are in the service of these ends.

CCC Program Structure

Organization and Management

The Steering Committee of the CCC Ph.D. Program consists of six members representing the three participating units - sociology, social work, and urban studies. The purpose of the Steering Committee is to ensure the academic and financial integrity of the doctoral program and manage the resources to support doctoral students' education and scholarly activities. The Steering Committee By-Laws, which are posted on the CCC website, detail the election of its members and their terms of service as well as their responsibilities. The Steering Committee is in charge of reviewing and approving all applications for graduate study and for reviewing students' progress in the program. The Steering Committee is coordinated by a Doctoral Program Director (DPD), who serves a renewable three-year term and who is elected by members of the Steering Committee.

Administratively, the CCC program has a current home in the School of Liberal Arts, where the Department of Sociology and the Urban Studies Program are located. In many ways, the Sociology Department provides a node for the CCC Program: students are assigned study areas in or near the Sociology suite in Newcomb Hall and the department's executive secretary provides essential support. Since the program's inception, a majority of instructors staffing required courses—including Introductory Data Analysis, Research Design, Quantitative Analysis, Qualitative Analysis, and the Teaching Seminar—have hailed from the Sociology Department. Other required courses—Theory I and II, and the Pro-Seminar I and II—have been co-taught, staffed by teams representing all three of CCC's current contributing units: Sociology, Social Work, and Urban Studies.

Participating Faculty

See the CCC website for a list of faculty involved in the CCC Ph.D. Program, their titles, department affiliations, areas of expertise, and contact information.
We endeavor to keep this list up to date, but it changes over time. Faculty across the university affiliate with CCC as our students identify and hone their own research interests, make mentoring relationships with faculty who are pursuing research in their areas of interest, and arrange with those faculty to serve on area exam and dissertation committees.

Degrees
    CCC Ph.D. Program awards degrees in three disciplines:
- Ph.D. in Social Work–City, Culture, and Community (CCC)
- Ph.D. in Sociology–City, Culture, and Community (CCC)
- Ph.D. in Urban Studies-City, Culture, and Community (CCC)

Skill Set of CCC Graduates
    Below is a list of the several broad skill areas, divided into specific skills that the CCC program actively cultivates and nurtures through coursework, seminars, mentoring, research experiences, and other CCC activities, as well as those of the university's Office of Graduate and Postgraduate Studies (OGPS).

Organizational, Management, and Leadership Skills:
- Oral and written communication skills
- Ability to identify problems, formulate alternative methods of address, and promote change
- Knowledge of effective ways to supervise, direct, and guide individuals in completion of tasks and fulfillment of goals, especially related to the teaching environment
- Conflict management and resolution skills, especially related to the teaching environment
- Engagement as effective members of academic and professional communities
- Management of time and projects, especially the management of multiple complex tasks and responsibilities

Research Skills:
- Ability to cultivate research goals and objectives; select research topics; develop research questions; and design research projects to advance knowledge and promote learning
- Understanding of how to search, select, and evaluate primary and secondary data sources
- Ability to generate theories and hypotheses; develop instruments and methods for measurement; manipulate and control variables; collect, model, and analyze empirical data; evaluate results
- Knowledge of how to identify research funding sources; write and develop grant proposals; and review and evaluate grant proposals

Methodological Skills:
- Archival and historical methods
- Quantitative methods: graphing and tabulating data; describing data sets: central tendency, variability and skew; normal curve and standardized scores; correlation; sampling; inferential statistics, advanced statistical methods, etc.
- Qualitative methods: ethnography, interviewing, document content analysis, focus groups, discourse analysis, etc.
- Data analysis techniques: statistical analysis (which may include R, SAS, SPSS, etc.) and qualitative analysis (which may include AtlasTi, NVivo, etc.), social network analysis, etc.

- Geographical Information Systems: GIS courses are available in other programs on campus as "opt-in" courses

Pedagogical Skills:
- In-depth knowledge and understanding of contemporary learning practices
- Ability to use communication and information technologies to create learning environments
- Ability to teach and instruct based upon synthesis and evaluation of knowledge
- Understanding of the uses of different instructional strategies and technologies to encourage critical thinking skills and information literacy

Role of CCC Faculty Mentors and Advisors

Before accepted CCC graduate students arrive on campus, they will be assigned a primary mentor on the Steering Committee who will provide information about the program and university, clarify expectations and requirements, and establish an environment for open interaction. The mentor will serve as a coach, counselor, and advocate until the student has selected a dissertation advisor. The dissertation advisor may or may not be the same person as the initial mentor.

Once the student has selected a dissertation advisor, the advisor will be responsible for ensuring that the student is productive and proceeding in a timely manner, and she/he will remain vigilant to any systemic causes of delay or departure.

The CCC program faculty work to create a supportive and cooperative academic environment for both students and faculty. In addition to one-on-one mentoring, CCC hosts seminars and workshops directed toward engaging students, integrating them into the program, and addressing any potential adaptation problems. The CCC faculty advisor/advocate system, regular social and scholarly events, and the DPD together will all serve to meet students' needs and facilitate progress toward completion of the Ph.D.

CCC faculty will support the professional advancement of students by providing opportunities to engage in collaborative advisor-advisee research activities, teaching courses, workshops and conferences, writing scholarly papers and grant proposals, and preparing for job interviews.

Graduate students are responsible for their own intellectual development, progress through the CCC graduate program, and acquiring the CCC skill set. Students should take the initiative to familiarize themselves with the CCC program requirements and deadlines.

Tuition & Fees, AY 2019-2020

CCC students in good academic standing receive a tuition waiver and a stipend paid over nine months every two weeks in each of their five years in the program.

Stipend: Beginning with AY 2019-2020, students are awarded $24,548; this amount may be revised slightly upward from year to year. A portion of the stipend—currently set at $6000— is taxable as income earned for the work provided in teaching assistance, course instruction, and research assistance.

Student fees: $1020; these amounts may be revised slightly upward from year to year.

Academic Support Service Fee	$400
Reily Center Fee	$180
Student Health Fee	$320
Student Activities Fee	$120

Stipends are paid biweekly during the Fall and Spring semesters beginning in September in the first semester in the program and in August in subsequent years. In all five years of the program, students are expected to provide instructional support to faculty, serve as course instructors, or provide research support to faculty. CCC students enter a teaching assistant "pool" to receive their position assignments unless notified otherwise. These positions carry an hour of academic credit for administrative purposes but are not graded. They do not count toward the 51 hours required to complete the CCC degree.

Students are required to maintain health insurance but may opt out of the student health fee. A health insurance subsidy will also be paid for those who purchase student health insurance through the Tulane provider at 50% of the cost.

Students must maintain continuous registration until they are awarded their degree. In any semester in which the student is not registered for at least 9 hours of coursework, it is necessary to register for Dissertation Research 9990. No credit hours are awarded to students registered in CCCC 9990, although they are credited with 9 "placeholder" hours to indicate full-time registration.

Financial Support for CCC Students

The CCC Ph.D. program expects students to complete their doctoral studies in five years. Students are expected to be actively involved in data collection, analysis, and other research activities during the summer months as well as during the nine-month academic year.

Awards of student funding will occur on an annual basis. Continued student funding is based on performance and adequate progress through the graduate program. Although they remain in the program (registered for CCCC 9990) beyond that period if the dissertation is not complete, students will be expected to arrange for their own funding. In addition, students are strongly encouraged to pursue external funding to support their research and cultivate papers into publishable manuscripts.

Note: The CCC program does **not** provide funding for students during the summer. Nevertheless, students should be aware that their productivity over the summer will be important to completing their Ph.D. work within the five-year time frame, and students are strongly encouraged to pursue external (or additional) funding to support their summer research.

The CCC program strives to provide financial support for all of its graduate students who are making satisfactory progress. The program awards two major kinds of financial support to graduate students: (1) tuition waivers and (2) teaching assistantships. Research assistantships may also be available from time to time, depending on the grants that participating faculty have been awarded. In all years of the CCC program, students who receive stipends serve in the TA-IS and TA-I capacities every semester. Generally, TA-IS (instructional support) assignments will precede TA-I (instructor) assignments, which typically occur in the last year of the program but are not required for graduation. Students working with faculty engaged in grant-funded,

sponsored research in RA capacities may be relieved of TA-IS and TA-I responsibilities and will be paid from funded projects' budgets.

The CCC Steering Committee will make all TA and RA assignments in consultation with the participating units. In the case of TA assignments, the Steering Committee will endeavor to place students in courses that accord with their professional goals.

Teaching Assistantships

Regardless of how their assignments are crafted, TAs have the responsibility to meet the goals and objectives of their teaching assignments as specified by course instructors and departmental administrators. The workload is no more than 20 hours per week. TAs should strive for the highest quality of instructional pedagogy and delivery of services to students. All grading and other responsibilities should be fulfilled thoughtfully and in a timely manner. See the SLA Guidelines and Policies for Graduate Assistantships for more information about purpose, selection and appointment, training, and responsibilities.

Research Assistantships

Employment as an RA involves commitments to the goals and objectives or deliverables of the sponsored project providing fellowship support.

Other Funding from Tulane University

School of Liberal Arts (SLA)

Graduate Student Summer Merit Fellowship Awards: During the spring semester, the SLA Dean's Office provides awards up to $5000 to support summer activities for graduate students completing terminal degrees. Students may use funds for research expenses, equipment, and travel to support data collection, analysis, and performances. A summer stipend for writing and completing the dissertation is limited to $2500. This award will not support tuition, workshops, or travel to professional conferences. First- and second-year Ph.D. students are ineligible. Students who have received two fellowship awards in the past are ineligible. Click here for more information about deadlines and criteria of evaluation.

Office of Graduate and Postdoctoral Studies (OGPS)

OGPS has compiled resource lists for two types of external funding opportunities for graduate students. The links on the two pages below take you to funding opportunity websites at other institutions.

- Graduate Fellowships & Scholarships
- Research Grants

OGPS also provides graduate and professional students up to $500 per academic year for travel to present a paper or poster at a conference; click here for more information. All Tulane graduate and professional students are eligible to apply. Preference is given to applicants presenting papers, but those presenting posters or participating as discussants at conferences, biennales, or arts festivals may also apply. Preference is also given to applicants pursuing terminal degrees. Requests for funds must be received before travel is initiated. Eligible travel costs include only conference registration and transportation. Costs of lodging and meals are ineligible. Applications are accepted three times per year:

August 15 for travel in the fall (September through December)
December 15 for travel in the spring (January through April)
April 15 for travel in the summer (May through August)

External Funding Opportunities for CCC Graduate Students
   One distinctive component of the CCC program is that faculty members advise, train, and work with students to pursue external funding. Many CCC faculty members are actively engaged in funded or fundable research, and CCC faculty provide annual grant writing workshops for students and faculty. Learning the skill of grant writing helps provide opportunities for faculty and student research collaboration, enhances the career prospects of students, and expands student employment opportunities in a variety of sectors. CCC faculty also recognize that training students to develop grant proposals can promote diverse research and teaching experiences, stimulate creative thinking, and encourage scholars to develop and apply novel analytical, methodological, and theoretical tools to address problems whose solutions are beyond the scope of a single discipline.
   There are a variety of externally funded fellowships. The procedures and stipends of the different fellowships change, as do the rules of eligibility. Please note that fellowships require that students and prospective students take the initiative to acquire applications and submit them by fixed deadlines. Below are some well-known funders of external dissertation grants:
   ● National Science Foundation (NSF) Doctoral Dissertation Improvement Grant
   ● Fulbright-Hays Doctoral Dissertation Grant (US citizens only)
   ● IIE Fulbright Program for U.S. Students (US citizens only)
   ● CLIR Mellon Fellowships for Dissertation Research in Original Sources
   ● Mellon/ACLS Dissertation Completion Fellowships
   ● SSRC International Dissertation Research Fellowship
   ● AAUW Dissertation Fellowships (women only)
   ● Ford Foundation Dissertation Fellowship (U.S. citizens only; underrepresented groups)

   Students interested in applying for externally funded research grants or fellowships should contact the Tulane University Sponsored Projects Administration (SPA) and register for their funding listservs: e.g., Biomedical, Science & Engineering, Social Sciences, Arts & Humanities. Contact Shane Aubrey (saubrey@tulane.edu) to get added to the listservs. Click here for more information. Funding opportunity notices and news items are sent out to each listserv on a regular basis.
   The Sponsored Projects Administration's (SPA) web page contains links to agencies, investigator's manual, forms, federal regulations, Tulane policies, and search engines.
   A CCC student who applies for external funding must discuss the requirements of and expectations associated with such funding with the DPD.

Admission to the CCC Program
   Applicants admitted to the CCC program enter the program in the fall semester. The admissions process is competitive; students should consult the CCC webpage for application information and should submit required admission material through School of Liberal Art's online application site by January 5.

Members of the CCC Steering Committee evaluate all applications for entry in the doctoral program. Admissions decisions take into account undergraduate and graduate courses and grades, letters of recommendation, a personal statement, and GRE scores, as well as pertinent non-academic work or volunteer experience. Prospective applicants are encouraged to communicate with CCC faculty whether by phone, email, or in-person meetings to secure answers to questions they might have regarding the program. The statement of purpose should make clear the reasons that a Ph.D. degree is important to the applicant's career goals, and it also should detail the name(s) of Tulane faculty with whom the applicant hopes to work in pursuit of the degree. Applicants are also encouraged to submit samples of written work, such as published papers or papers presented at conferences.

All prospective students must select one of the three areas (Sociology, Social Work, or Urban Studies) under "specialization." The selected area of specialization may change over the course of the student's enrollment in the CCC program, but for the purposes of the application, one must be selected. Should you decide to change your area of specialization, you must consult with the Doctoral Program Director, who will take up the request with the Steering Committee.

Admissions Matrix

Admission to the CCC Program is highly selective and based on a matrix assessment that takes the following elements into account.

1. Applicant's undergraduate and graduate (if applicable) record. Required minimum: an undergraduate degree from an accredited university. Recommended GPA: 3.0 minimum (on a 4.0 scale).

2. A short writing sample (10-30 pages) that illustrates your analytical, research, and communications skills.

3. Graduate Record Exam (GRE) (taken within past 5 years). Recommended minimum: combined score of 308.

4. All applicants who are not citizens of a country in which English is the primary language are required to submit a TOEFL score. International applicants who have a degree from a University in which courses were taught in English are also required to submit a TOEFL score. Required minimum: 600 (paper version); 120 (computer-based version); or 95 (internet- based version).

4. Three academic and/or professional recommendations. A minimum of two academic recommendations is preferred.

5. If applicable, employment and other relevant experiences, including any relevant courses that did not result in degree credit.

Required Admission Materials

The deadline for all required materials is **January 5.** To ensure correct processing, be sure to indicate for which of the three tracks (Sociology, Social Work, or Urban Studies) you are

applying. Applications must be made on Tulane's online application system for prospective graduate students.

1. Completed Tulane School of Liberal Arts (SLA) application for Graduate Study. The application form can be accessed once you log into the SLA online application site.

2. Official transcripts from all undergraduate and graduate-level institutions attended. For transcripts in a language other than English, please provide a certified English translation with an explanation of the grading system directly to the program at the above address.

3. Official reports from Graduate Record Exam (GRE). Official GRE test scores must be sent directly from the Educational Testing Service (ETS) to the CCC Program in the Tulane School of Liberal Arts, the code is: 6183.

4. Statement of purpose. You will upload the statement of purpose through the SLA online application site. This statement MUST include the name(s) of at least one Tulane professor with whom the candidate envisions working on dissertation research and an explanation of why that faculty member's research is pertinent to the applicant's interests. A list of Tulane faculty affiliated with the CCC program may be found here. Applicants must reference a potential mentor on the Tulane faculty to be considered.

5. A short writing sample (10-30 pages) that illustrates your analytical, research, and communications skills. Upload a pdf or Word file in the designated location on the application. If you choose to mail a hard copy of a writing sample, sent it in care of Ms. Mary Enright, Department of Sociology, Newcomb Hall, Suite 220, Tulane University, New Orleans, LA 70118.

6. Three letters of recommendation from academic and professional sources. Your letter writers may submit letters electronically through the SLA online application site. You will find the instructions once you log in to the program, here.

7. Curriculum vitae (CV) or résumé. Upload this as the "optional" file through the SLA online application site.

8. All applicants who are not citizens of a country in which English is the primary language are required to submit a TOEFL score. International applicants who have a degree from a University in which courses were taught in English are also required to submit a TOEFL score. Official TOEFL scores must be sent directly from the Educational Testing Service (ETS) to the CCC Program in the Tulane School of Liberal Arts, the code is: 6183.

Degree Requirements
       A student admitted to the CCC program must be continuously registered from the date of first registration until the awarding of the degree, unless the registration is terminated by resignation or by dismissal for academic or disciplinary reasons. Under some circumstances (for example, family leave or foreign-based research), a student may be granted leave by the DPD,

and during such period of leave, a student will be considered in continuous registration without payment of fees but will forfeit any stipend that has been granted for the period of the leave taken.

After the student has completed the minimum hours of course work required for the degree, the student can be classified as a full-time student entitled to full student privileges if the student registers for dissertation research (CCCC 9990) and the CCC Steering Committee certifies that the student is engaged in academic activities equivalent to full-time residence commitment. Students must complete 27 credits of required course work (9 required courses, 7 in the "core" and 2 pro-seminars), plus a minimum of 24 credits of electives = 51 minimum total course credits.

Sequence of Requirements for CCC Students

Course #	Name	Credits	Year/Semester
6040	Intro. Data Analysis	3	1/1
7010	CCC Pro-Seminar I	3	1/1
7100	CCC Theory I	3	1/1
7750	TA-IS	No credit	1/1
7200	Research Design	3	1/2
7300	Quantitative Analysis	3	1/2
	Elective #1	3	1/2
7750	TA-IS	No credit	1/2
7350	Qualitative Analysis	3	2/1
	Elective #2	3	2/1
	Elective #3	3	2/1
7750	TA-IS	No credit	2/1
7150	CCC Theory II	3	2/2
	Elective #4	3	2/2
	Elective #5	3	2/2
7750	TA-IS	No credit	2/2

	Elective #6	3	3/1
	Elective #7	3	3/1
	Elective #8	3	3/1
7750	TA-IS	No credit	3/1
7700	Teaching Seminar, linked to 7800 (prepare course syllabus)	3	3/2
7800	Research Practicum I (Exam 1)	No credit, P/F	3/2
7750	TA-IS	No credit	3/2
9990	Dissertation, for full-time status	No credit	3/2
7850	Research Practicum II (Exam2)	No credit, P/F	4/1
	Prepare and defend Dissertation Prospectus	No credit	4/1
7950	Pro-Seminar II	3	4/1
7750	TA-IS, TA-I, & RA	No credit	4/1
9990	Dissertation, for full-time status	No credit	4/1
7750	TA-IS, TA-I, & RA	No credit	4/2, 5/1&2
9990	Dissertation Research	No credit	4/2, 5/1&2

Transfer Credit
Students entering with graduate course credits may submit a petition to the Steering Committee for up to six (6) hours of transfer elective credit. A petition must be accompanied by a course syllabus/syllabi. Courses for which transfer credit is requested must have been taken within the last 10 years. For more information, see the Graduate Transfer Credit Policy.

CCC Project Associates
        Students enrolled in the first two years of the CCC program are required to contribute 75 hours (approximately 5 hours per week) each semester furthering projects that advance the CCC program or supporting endeavors in the CCC participating units. Project Associate assignments are considered to play an important role in CCC students' professionalization activities. They may include, but are not limited to, editing the CCC website; contributing to social media

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relating to CCC activities; assembling CCC program materials and statistics for the annual program report; conceiving, planning, and executing the CCC annual graduate student conference (to be held in the spring semesters); and participating in the conception, planning, and execution of conferences, symposia, colloquia; and organizing film and lecture series in CCC participating units. Project Associate placements will be made in consultation with the DPD, with the expectation of aligning student interests and program needs; a placement ideally extends over fall and spring semesters. Students working with CCC-affiliated faculty in other campus departments and schools may petition the DPD and the CCC Steering Committee to undertake Project Associate assignments with those units, providing the needs of the CCC participating units have been met. Students working as Project Associates will be responsible to the faculty member(s) overseeing or advising on the projects undertaken to serve the expected number of hours. Students have the freedom to space their hours according to the needs of the project to which they are assigned (for example, some projects may demand attention during the summers; some, early in a given semester); they should keep logs of their hours so that they do NOT overcommit themselves beyond the required number of 75 hours and so that they can ask for additional help when needed.

Area Exam Papers

The CCC program requires that students complete two "Area Exam Papers" during their 6th and 7th semesters. Students will demonstrate their command of two areas of specialization across their chosen field of sociology, social work, and urban studies as well as their preparation to undertake dissertation research. Each exam paper will be no longer than 16,000 words (about 50 pages, double-spaced) in length, excluding the bibliography and cover page. Each paper will be a broad assessment of a recognized area, starting with a conceptual mapping of the area that includes its foundational literature, theories, and relevant work. The final product will be a major paper akin to an *Annual Review of Sociology* article that summarizes the state of the area or subfield, including a full academic apparatus comprising citations and bibliographical entries.

Purpose and Goals

The purpose of each area exam paper is to demonstrate a student's ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. That is, students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Typically, coursework is a valuable starting point for exam paper preparation, but students will need to go beyond formal coursework to master independently the two areas. The composition of each student's area exam committees must reflect the student's "area" choices.

The area exam committees will evaluate the papers on their success in meeting the following four objectives. First, the exam papers should demonstrate that the student is familiar with the literature in the selected area of specialization and demonstrate both breadth and depth of scholarly knowledge. It is essential that the student cite and summarize the most influential publications in the field (both classic and recent publications). The student must be able to demonstrate and explain key ideas and apply key concepts.

Second, the exam papers must demonstrate that the student has not only read but can integrate the literature and identify the big questions that push the area forward. What are the most important conceptual issues? What are the new theoretical perspectives? What new lines of empirical research are most promising? Why? Students should be able to highlight the leading debates of their field throughout the exam papers and to explain why particular theoretical issues

or empirical topics are on the cutting edge of contemporary research. In short, the exam papers must go beyond mere summary to offer integration and synthesis and essentially join the forefront of major debates in the field(s), identify gaps in the scholarly literature, and engage with cutting-edge questions and issues.

Third, the area exam papers must not only catalogue and rank the literature in terms of importance, centrality, and research generated, but they must also give voice to the writer. The student must be able to demonstrate that s/he has the ability to assess the field critically. S/he must also be able to distinguish her/his own views and evaluations from the ideas and criticisms of other scholars (and properly cite sources of criticism).

Fourth, the exams should demonstrate the author's ability to write well and be able to express complex and challenging ideas and concepts in a clear, coherent, and succinct fashion. Overall, the area exam papers must demonstrate competency and expert command of the recognized specialty areas and highlight the student's specific interest in the areas, especially pertaining to the dissertation. In short, the area exam papers are intended to help the student prepare to write the dissertation by establishing the student as an expert authority in particular areas of academic interest and by enhancing the student's ability to carry on a critical, scholarly dialog.

As such, the subject areas and scope of the area exams and the dissertation typically are related, but not isomorphic. The former is <u>not</u> intended as the theory and/or research literature chapters of the dissertation, but as treatments of two broader literatures that establish the student's research and teaching expertise in particular sub-areas or subfields. These subfields, in turn, inform the more specific substantive, theoretical, and research focus of the dissertation. For example: Sociology or Urban Studies, stratification, social psychology, preservation, urban and community violence arguably would be too broad for an area exam. Disaster in New Orleans, the rebuilding of the WTC, the ghettoization of poverty in a (particular or several) American suburb(s), New Orleans and cinematic representation, Mardi Gras Indians, and so on would all be too narrow (though viable dissertation topics). Foci such as the political economy of the environment, the sociology of finance, cities and representation, the suburbanization of poverty, family change and public policy, and domestic violence would carve out suitable specialty areas. For a suggested "Taxonomy of Areas/Fields and their Subareas/Subfields" that CCC students may consider in crafting their area exams, see the appendix at the end of this handbook.

Process and Procedures

By the end of the Thanksgiving vacation of the third year in the CCC Ph.D. program, students must select a chair(s) and establish a committee(s) for their first and second area exam papers. This list(s) must be submitted to the DPD in writing by the end of the Thanksgiving vacation. Writing the area exam papers is a rigorous process that entails highly motivated study. Preparation of both exams will include diligent research to integrate and synthesize past course material and other scholarly information about the two areas. The second area exam paper should connect thematically and topically with the first exam but not be an extension of the first exam paper.

Each area exam committee will consist of three full-time, research-active members of the Tulane faculty, all holding a Ph.D. or a terminal degree in their areas of specialization (for CCC affiliated faculty, consult the faculty list on the CCC program website. The chair of the committee will be chosen by the student from among these three faculty members. A fourth member may be brought onto the committee at the discretion of the student and in discussion

with her or his chair, if the student believes it to be important to have the benefit of the expertise of this additional committee member. This fourth member may be a visiting professor, a professor of practice (POP), or a non-academic, and need not hold a Ph.D. or other terminal degree. It will be the responsibility of the committee chair to evaluate the expertise, experience, and credentials of this fourth member to ascertain her or his competency to act as a member of the committee. In all cases, it is the student's responsibility to advise area exam committee members of the pertinent deadlines and criteria for the exams.

Final approval of the composition of the area exam committees rests with the DPD in consultation with the Steering Committee. The exam committee members are expected to assess the student's academic progress and readiness to proceed to candidacy based on the execution of the area exam papers. The committee chair will act as the final arbiter of disagreements among committee members as to what constitutes an adequate area exam paper.

By the first day of classes in the Spring semester of the third year in the CCC program, students must submit to the DPD two, two to five-page statements (one per exam), each signed by the student and pertinent committee members, outlining the areas to be covered in each exams. These statements must include references sections to inform faculty of the major debates, substantive areas, and theoretical and methodological issues the student plans to cover in the exams. Substantial, relevant bibliographies must be attached to the statements. Acceptance and approval of the exam statements lie with the CCC Steering Committee and must be transmitted to the student and proposed committee chair in writing within two weeks of receipt. Reasons for non-approval must be sufficiently detailed so as to provide clear direction with respect to needed revision and resubmission. The first area exam paper will be due May 1.

The composition of the second area exam committee can be the same as the first, but this is not required. If the field to be covered has not changed since the submittal of the area exams statements filed at the beginning of the spring semester of the third year, the student need not submit any additional description. If, however, the field to be covered in the second area exam is NOT that described in the original submittal statement, the student should prepare a statement on the order of the first. This new statement should be prepared BEFORE the beginning of the Fall semester, in the Summer break between Spring and Fall semesters. The second area exam paper will be due December 1.

After completion of each area exam paper, the committee members will meet in executive session to determine an overall grade for the paper. The required courses associated with the area exams, CCCC 7800 and CCCC 7850 carry (1) credit hour each, which will **not** be awarded a letter grade. Additional grading options are available to the faculty examination committee as follows: (a) pass with distinction—ready to form a dissertation committee after passage of both exams and "Distinction" will be recorded in the student's record; (b) pass—ready to form a dissertation committee after passage of both exams; and (c) fail—noticeable deficiencies indicating that the student is not ready to form a dissertation committee. Exams delivered after the due dates of May 1 and December 1.do not qualify to be graded "pass with distinction."

Examination committees must complete their assessments of the area exams that are delivered by the May 1 deadline by May 31, in the case of the first exam, and by January 15, in the case of the second exam. If the examination committee determines that a graduate student has failed either area exam paper, the student will be given the option of rewriting. A second failing grade may be cause for dismissal from the program.

Students are required to complete both papers successfully with passing grades. Students who fail to successfully deliver their qualifying exams by the end of the Spring semester of their fourth year will be placed on probation with stipends withheld until the exams are successfully completed. Students will not be considered in good standing in the program if they do not complete area exam papers by the announced deadlines.

Stipends are not provided only for TA/RA work but are also tied to adequate progress through the CCC program. Continuance of financial support is dependent upon reasonable progress and performance in completing the CCC degree requirements. Adequate/reasonable progress reflects both passing course grades and fulfilling the various degree requirements in a timely fashion. The successful writing of the area exams is judged to demonstrate that a student is ready to undertake the dissertating phase of the program.

The CCC program recognizes that extraordinary circumstances such as illness or family responsibilities may necessitate exceptions to these rules. A student may petition the DPD for an exception, and all exceptions must be approved by the CCC Steering Committee.

Admission to Candidacy and the Dissertation Prospectus

The final requirement is the successful completion of the Ph.D. dissertation. For students to remain in good standing and to ensure ample time to complete the dissertation, the CCC program expects students to orally defend a dissertation prospectus by the end of the seventh semester in the program. A student whose dissertation committee returns the prospectus for rewriting will have a chance to make changes, and the rewriting phase may extend into the eighth semester. However, if the dissertation prospectus has not been presented and successfully defended by July 1 of the summer between the fourth and fifth years in the program, the fifth-year stipend will be withheld until the requirement is met.

Students are approved for "Admission to Candidacy" for the Ph.D. degree upon successful completion of all course work, comprehensive examinations, and the dissertation prospectus. Admission to candidacy at least one semester before the completion of the dissertation is expected.

Dissertation

Ideally, students should plan on successful defense of the dissertation by the end of the tenth semester (fifth year), which coincides with the end of funding. The dissertation is a written document that expresses a student's ability to conduct independent, original, and significant research in a sustained manner. Like coursework and area exams, the purpose of the dissertation is to prepare the student for a career in either the academic or non-academic sector. The dissertation thus shows that the student is able to:
- identify/define empirical and theoretical problems worth researching
- generate research questions that are timely and relevant
- identify theoretically driven hypotheses
- review and summarize the scholarly literature
- apply appropriate research methods to collect data
- analyze findings and evaluate evidence
- produce publishable results that have intellectual merit and potential impact for society
- think and write critically and coherently

All candidates must participate in an oral defense of the dissertation of the dissertation as a requirement for the Ph.D. degree. The defense will be scheduled after the dissertation is in its penultimate form and has been reviewed and approved by the committee. The defense must be scheduled such that any necessary revisions can be made before the deadline for submission of the dissertation to the School of Liberal Arts. The final examination committee must include the members of the dissertation committee but may include other CCC Program faculty. For more information about the dissertation process, see the section below on "Dissertation: Committee Formation, Proposal Development, Research, and Defense".

Time-to-Degree

The CCC program follows the guidelines set forth in the Ph.D. Minimum Degree Requirements.

> Tenure for Degree Students: Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane. Tenure for the PhD degree is seven years. Tenure is not affected by registration status. Under certain circumstances, upon the recommendation of the chairperson of a student's department or program committee, the dean of the school may extend tenure, but a student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work. Tenure regulations are applicable to all degree students, regardless of date of first registration. A registration block will be imposed by the school dean for those students who are beyond their time of tenure. The registration block can only be removed with permission from the school's dean.

Any additional extension will be considered only with strong support from the CCC program and by written application to the Dean of the School of Liberal Arts or Dean of the School of Social Work. Absent this support, a student who has neither completed the requirements for the degree nor received an extension will no longer be considered a degree candidate and will be administratively terminated from the program.

The CCC program aims to create a unique program identity and innovative student cohort experience through interdisciplinary pro-seminars that bookend the program: an introductory course that orients students to interdisciplinary methods and a capstone seminar prior to a preliminary exam and the dissertation proposal. To ensure cross-disciplinary perspectives, the two pro-seminars are team-taught by two faculty members from different fields. This not only gives students exposure to multiple frames of reference and methodologies but also allows them to experience cross-disciplinary interaction and cooperation as applied to the particular issues studied. Such a pedagogical approach is imperative not only in keeping with the interdisciplinary focus of the CCC program, but also in developing an analytic toolkit that transcends traditional field divisions and that equips our graduates to address complex issues pertaining to city, culture, and community. Other courses in theory, methods, and statistics will combine and integrate information, data, techniques, tools, perspectives, concepts, and/or theories from the social sciences, social work, architecture, and humanities, among other areas. Below is a list of courses that offer students an unprecedented opportunity to integrate a variety of perspectives on city,

culture, and community while giving them the option of receiving thorough training at the professional level in sociology, social work, or urban studies.

Course Catalog Descriptions

CCCC 6040: Introductory Data Analysis. This course provides basic training in descriptive and inferential statistics with social science applications. Topics include measurement, tabular and graphic displays of data, central tendency, dispersion, probability, estimation, hypothesis testing, and linear regression

CCCC 7010: CCC Pro-Seminar I. The course covers a wide range of topics central to the professional development of CCC students, including finding and working with an advisor/mentor, developing a research agenda, building skills related to time- and information-management, researching and applying for available jobs, constructing a curriculum vita, publishing research, making presentations, and writing an annotated bibliography. In addition, workshops on bibliographic software and reference databases provide students with practical information about conducting literature reviews as the foundation for doing research. A CCC faculty member will visit the class each week to provide an expert's perspective on each topic.

CCCC 7100: CCC Theory I. First course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community. The two semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The first semester has a dual focus: a meta-theoretical framework on "thinking about theory" and an exploration of key theoretical schools and perspectives.

CCCC 7140: Special Topics.

CCCC 7150: CCC Theory II. Second course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community. The two-semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The second semester is organized around the investigation of key constructs and concepts. Prerequisite: CCCC 7100.

CCCC 7200: Research Design. This course focuses on the logic and processes of research design, with emphasis on the fit between substantive research questions and empirical evidence. Topics include epistemology, data collection techniques, measurement, sampling, and research ethics. Participants gain practical experience across multiple research stages and from a variety of methodological perspectives. Participants also improve their technical writing skills, namely learning how to summarize, explain, and evaluate research concepts, principles, and procedures.

CCCC 7300: Quantitative Analysis. This course develops in-depth knowledge of multivariate data analysis. Topics include the logic of statistical inference and hypothesis testing, ANOVA (analysis of variance), ANCOVA (analysis of covariance), MANOVA (multivariate analysis of

variance), OLS (ordinary least squares) regression, logistic regression, and other advanced multivariate statistical procedures. Students also become proficient in (1) the mechanics and interpretations of data analysis with SPSS software and (2) technical writing skills focused on summarizing, explaining, and interpreting quantitative information. Prerequisite: CCCC 6040, or permission of instructor.

CCCC 7350: Qualitative Analysis. This course develops in-depth knowledge of, and practical experience with, the collection and analysis of qualitative data. The participants collect and analyze their own data using different research strategies. Participants learn how to use qualitative computer software to organize and analyze narrative data, such as field notes and transcribed interviews.

CCCC 7700: Teaching Seminar. This course is a professional development seminar in which participants explore a variety of pedagogies and gain practical experience in the mechanics of teaching, such as organizing content, lecturing, leading discussions, promoting rapport, motivating students, and evaluating student performance and effectiveness of pedagogy. This course also seeks to enhance awareness of diversity in learning styles, social patterns in classroom interactions, and academic integrity in student-teacher relations. Participants also improve their oral communication skills and understanding of audiences beyond the classroom, such as public speaking events.

CCCC 7750: TA-IS, TA-I, & RA Practicum. Teaching/research apprenticeship in collaboration with supervising faculty member. Prerequisite: CCCC 7700.

CCCC 7800: Research Practicum I. First semester research collaboration with Area Exam 1 supervising faculty member.

CCCC 7850: Research Practicum II. Second semester research collaboration with Area Exam 2 supervising faculty member.

CCCC 7950: CCC Pro-Seminar II. The final academic course is led by a team of CCC program faculty and focuses on the students' emerging dissertation projects, providing a space for critical dialogue about the application of theories and methods associated with different disciplines towards a wide variety of research areas. By this point in their advanced training, students are expected to have at least begun to formulate their dissertation topics and thoroughly familiarized themselves with the critical literatures germane to their anticipated research agenda. The capstone seminar is designed to offer a forum in which they can share these ideas with their peers and CCC program faculty so as to give and gain constructive feedback to elaborate more fully their individual dissertation proposals.

CCCC 7980: Independent Study.

CCCC 9990: Dissertation Research.

Continuous Registration Requirements
      A student admitted to the CCC program must be in continuous registration in a degree-granting division of Tulane until the awarding of the Ph.D. degree. Any student who is not

registered for course work in a degree-granting division of the university must be registered in Dissertation Research in order to remain in continuous registration. The student need not maintain registration during the summer.

The continuous registration requirement applies both to resident and non-resident students. Resident students who have not completed minimum course work requirements for their degrees must either enroll for a minimum of three hours per semester (exclusive of Summer Session) or register for Dissertation Research (9990). Resident or non-resident students who have completed their course work requirements are required to register for Dissertation Research (9990, no credit hours) in order to maintain continuous registration. This entitles students to full student privileges. Failure to be so registered is de facto withdrawal and the School of Liberal Arts reserves the right not to readmit. A student who is readmitted is obligated to pay the applicable fee required to maintain continuous registration.

Standards for Academic Performance and Annual Review of Graduate Students

The CCC Steering Committee will assess performance according to several indicators including graduate course work, execution of TA/RA duties, and professional activity and development. Indicators of professional development may include, but are not limited to, such activities as preparing a manuscript for peer-review, submitting a grant proposal, presenting research at a professional conference, and attending CCC colloquia. The CCC program policies make continuance of financial support dependent upon adequate progress through the program and performance in completing the CCC degree requirements. Graduate students are evaluated yearly by the CCC Steering Committee (see below).

- Students must maintain a 3.0 GPA throughout their graduate career in order to remain in the program. If the GPA falls below 3.0, the CCC Steering Committee will not allow the student to continue in the program. A student shall be placed on probation if they receive one grade of "B-" or lower. Receipt of a second "B-" or lower grade automatically results in a student being terminated from the program.
- Satisfactory progress toward meeting degree requirements is defined per the table showing the sequence of requirements for students. An *Incomplete* ("I") defers a grade for a student who, for reasons beyond his/her control, is unable to complete the assigned work on time. Students are expected to resolve any *Incomplete* grade within 30 days or by the start of the next semester, whichever comes first; if the "I" grade is not resolved by these deadlines, the student will be placed on probation. At the end of the semester's probation, the student's appointment as a CCC fellow will not be renewed unless the *Incomplete* is resolved.
- Students are expected to complete the two required Area Exams in a timely manner; Area Exam I should be completed by the end of the.6th semester in the program, and Area Exam II should be completed by the end of the 7th semester. An incomplete area exam will receive a grade of "I," initiating the actions described above.

Inadequate performance of TA/RA duties and ethical breaches also are factors affecting performance evaluations.

Minimum standards for continuing in the CCC program:
1) No incompletes; i.e., all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first.

2) One grade of "B-" or lower: student is put on probation. Second grade of "B-" or lower will result in termination.
3) GPA = 3.0 minimum

At the end of the first year in the program, each student and his/her adviser will complete the appropriate sections of the First Year Evaluation progress report and meet to discuss it. A copy of this report, signed by both, must be sent by the adviser to the CCC office to be placed in the student's file by June 1. The CCC Steering Committee will evaluate the progress of students in cohorts beyond the first year during their last meeting of the academic term.

The CCC program is aware that extenuating circumstances can impede a student's progress through the program (for example, an illness that requires a semester's leave of absence). These situations will be considered on a case-by-case basis and, if deemed appropriate, an extension of deadlines will be granted by the Program Director in consultation with the CCC Steering Committee. However, extensions will be given only in exceptional cases.

Dissertation: Committee Formation, Proposal Development, Research, and Defense

The dissertation constitutes the culmination of an individual's graduate training and marks the individual's passage from apprentice to independent scholarly craftsperson. The dissertation is intended to demonstrate substantive and research mastery and make an original contribution to the scholarly literature.

1. *Forming a Dissertation Committee*
The dissertation committee consists of three tenured or tenure-track members of the Tulane faculty. The student selects one of these faculty members to be the chair of the committee. Administrative faculty and those with clinical appointments who hold Ph.D. degrees may serve on a dissertation committee; clinical faculty may chair dissertation committees, but administrative faculty may not. Typically, the committee chair is research active, an expert in her/his field, and someone with whom the student has an established mentoring relationship. The chair of the committee will be the student's main dissertation advisor and must be a member of the CCC-affiliated faculty. It is suggested, but not required, that students have a chair who comes from the area in which the student's Ph.D. is nested, e.g., Social Work, Sociology, or Urban Studies. The two other committee members can be in fields outside of the three CCC participating units. Faculty must have a Ph.D. to serve on a CCC dissertation committee and should be affiliated with CCC, although that affiliation can be formalized after the dissertation committee is formed. The dissertation chair (advisor) will be the main consultant for the student during all phases of the dissertation research and writing. The other members of the dissertation committee should each bring independent expertise to the dissertation project and be chosen in consultation with the presumptive chair. The composition of the committee must be approved by the DPD. Substitutions in committee membership, once the committee has been formed, are the responsibility of the student in consultation with the dissertation chair. Substitutions normally occur if a member is unable to serve or if a student's dissertation topic changes. The DPD is responsible for approving all substitutions.

2. *Selecting an Optional Outside Member*

There may also be an additional fourth "outside" member of the committee who is not a member of the regular Tulane faculty. This outside member may be chosen from the ranks of visiting faculty at Tulane, Professors of Practice (POPs) at Tulane, Tulane faculty not affiliated with CCC, or non-Tulane faculty. Faculty serving as an outside member on a CCC dissertation committee must have a Ph.D. or a terminal degree in her/his field. The outside member can be selected at the same time the committee is formed or can be added later in the process. Some students wait to choose the outside reader until the dissertation prospectus has been approved, though this is not always advisable as the outside member is expected to be a recognized authority on the subject of the thesis and thus would seemingly be an important resource for its design. The student should provide the DPD with a statement giving the reasons for selecting the outside member. No outside member may serve as the dissertation committee chair.

3. *Writing the Dissertation Prospectus*

In consultation with the dissertation advisor, the student next writes a dissertation prospectus, which is typically developed gradually, as a result of the student's preliminary research and discussion with her/his committee members. At minimum, the dissertation prospectus should include:

    a. The articulation of the research focus and question(s) that motivates the dissertation research;

    b. A brief overview of the extant theoretical and empirical literatures that inform the topic and contextualize the proposed dissertation;

    c. A research design (plan) as to what will be done to accomplish the research and analysis. This plan will include sufficient methodological and analytical design information so as to provide a clear and thorough overview as to how the research and analysis will be conducted.

    d. A statement of the expected contribution(s) to knowledge and/or practice of the completed dissertation.

    e. A proposed work schedule indicating expected completion dates of major components of the dissertation (i.e., finalized literature reviews, data collection, analysis, chapter development, etc.).

More often than not, the prospectus should exceed these stated minimums and may well constitute drafts of several early chapters in the proposed research, which have already been undertaken in consultation with the chair and other members of the dissertation committee.

4. *Defense of the Dissertation Prospectus*

Once it is written in a final form, the prospectus must be defended in an oral presentation before the student's dissertation committee. After its approval, it is placed in the student's file in the dean's office of either the School of Liberal Arts or the School of Social Work. After filing the prospectus and such forms as listed below (SLA or equivalent, appropriate SSW forms), the student is informally designated as ABD (All But Dissertation) and advanced to candidacy. School of Liberal Arts (SLA) students in Sociology and Urban Studies are required to complete and submit the following forms:

Admission to Candidacy

Approval of Dissertation Prospectus

5. *Research for the Dissertation*

The committee (especially the dissertation advisor) must be kept informed of the student's progress at frequent intervals and should monitor the candidate's work and assist in its development. Insofar as possible, the committee should attempt to give the student ample and early warning of any reservations concerning the student's progress and, if necessary, should specify the changes required for dissertation acceptance.

6. *Writing the Dissertation Draft*

A first draft of the dissertation should be submitted to the dissertation advisor and/or to any or all members of the dissertation committee according to terms agreed upon by the student and the committee members. Often, the student will provide drafts of chapters of the dissertation as they are written; other times the student and dissertation advisor will determine that it would be best to have a completed draft all at once. This is a matter for the student and her/his committee members to work out individually and, preferably, explicitly. However, regular feedback and frequent revisions are typically important ingredients of an excellent dissertation.

7. *Revision of the Dissertation Draft*

In accordance with committee members' comments, draft chapters and/or a draft of the entire dissertation will be revised until the student is deemed ready for defense. This may take several rounds of revision.

8. *Defending the Dissertation*

Once the committee is satisfied that the dissertation is ready to be defended, the dissertation advisor will give the student permission to set a date for defense. When the student, the dissertation committee chair, and the other committee members agree that the dissertation is complete and ready for public defense, the DPD should be contacted. It is the responsibility of the student to schedule a mutually agreeable date and time for the defense. The defense should be scheduled at least three weeks in advance. A public announcement must be made and the CCC faculty and graduate student body invited to attend. Except when unusual circumstances dictate otherwise and only by special prior permission of the DPD, the defense will take place with the student and all members of the committee physically present. Routinely, however, permission will be granted for the outside member to be absent if necessary, provided that he/she sends the committee chair written comments.

9. *Making Final Revisions*

If the dissertation passes the defense, it almost always happens that final revisions are required. Oftentimes, these revisions are made in consultation with the dissertation advisor who is then given authority to sign-off on the completed manuscript. However, all members of the committee may request review of the revisions or parts thereof as they see fit. These terms should be made explicit before the conclusion of the dissertation defense. Students should be advised that this stage of final revisions, *after* a successful defense, is not trivial or anticlimactic but is an important part of the dissertation process. Making final revisions can take anywhere from a few weeks to several months.

10. Formatting and Printing the Official Version of the Dissertation

The final draft of the dissertation should be prepared in strict accordance with the instructions given in the General Guidelines for Use in Preparing Theses and Dissertations.

As in the case of the dissertation, the abstract must be approved by the professor in charge of the work for the dissertation and accepted by the other members of the student's committee. Students should also consult the School of Liberal Arts Graduate Catalog (p. 19) for more information on formatting, printing, and submitting the official version of the dissertation. Additionally, students will be required to complete and submit the "Final Defense Form" available on the SLA website.

Performance Guidelines for Graduate Assistantships

1. Introduction

The CCC program offers several Graduate Assistantships in conjunction with the stipends that the program provides and to guide and develop students' research and education. Graduate Assistantships can take the form of (1) Teaching Assistantships – Instructional Support (TA-IS); (2) Teaching Assistantships – Instructors (TA-I); and (3) Research Assistantships (RA).

The Teaching Assistantship – Instructional Support (TA-IS) is a position in which a third-year CCC student provides instructional support to a faculty member in a particular course. These positions allow graduate students the opportunity to observe and assist professors in planning and organizing course material, assignments, tests, and learning outcomes. They also function as training opportunities for a third- and fourth-year graduate student to become an instructor of his/her own course in the fifth year of the CCC doctoral program. CCC students in TA-IS positions may also perform teaching or teaching-related duties, such as developing teaching materials, preparing and giving examinations, and grading examinations or papers. Teaching Assistantships – Instructors (TA-I) are positions in which (ordinarily) fifth-year graduate students are the primary instructors of courses. Research Assistant (RA) designates a graduate student who is paid the CCC stipend to perform research or administrative duties for a faculty member in the CCC program who is working on a sponsored project. For more information, read the Guidelines and Policies for Graduate Assistants from the Office of Graduate and Postdoctoral Studies.

2. Goals and Expectations of Graduate Assistants

The primary goal of an assistantship is to facilitate progress toward the graduate degree, provide instructional support for undergraduate courses, and provide apprenticeship-type learning opportunities for graduate students. The CCC program views graduate assistants as "professionals-in-training" following basically a faculty role model. CCC Graduate Assistants are expected to maintain the highest levels of professional and ethical standards. These standards include, among others, a respect for honest and responsible exchange of intellectual ideas, fair and equal treatment of all students, respect for individual differences, and avoidance of any interactions that could jeopardize the objective assessment of student efforts. Because teaching expertise represents a set of skills and attitudes acquired through training, experience, and critical reflection, preparation for and practice in teaching are at the core of an effective professional development program for CCC graduate students.

Graduate students in the CCC program who choose to pursue non-academic careers also benefit from Graduate Assistantship training and instructional experiences. Such activities hone professional abilities to marshal, summarize, and present research and other material in clear and effective form and are therefore highly desirable in the private, non-profit, and public sectors. Graduate Assistantship activities will provide CCC students with opportunities to sharpen and refine their presentational skills.

The duties and responsibilities of graduate assistants will vary depending on the needs and desires of the three CCC participating units. Graduate Assistants are obligated to maintain the highest standards of academic honesty and integrity and to keep informed of and abide by programmatic, departmental, college, and university rules and regulations. Graduate Assistants are not permitted to enroll in any course for which they are assigned assistantship duties. In addition, the CCC program expects Graduate Assistants to be reliable and professional, possess good interpersonal skills, have good communication skills, be self-motivated, have good judgment, be detail oriented and well organized, and have an interest in pedagogy/teaching process and progress.

3. Eligibility

To be eligible for a Graduate Assistantship, a CCC student must meet the academic requirements of the CCC program and be registered in full-time residence status. Because Tulane does not allow graduate students to receive multiple "salary" payments, any other employment for remuneration at the university may disqualify a student from receiving a Graduate Assistantship from the CCC program. So-called "one-time" payments to students during the academic year for research- and teaching-related activities may be made, but the DPD should be consulted so as not to jeopardize the CCC Graduate Assistantship. In some cases, the DPD and the CCC Steering Committee may deem it advantageous for a CCC student to serve in a TA-IS or TA-I capacity with a unit apart from Sociology, Urban Studies, and Social Work. Such an appointment will be considered on a case-by-case basis, only if it promises significant professional benefit and growth to the CCC student in question.

4. Types of Graduate Assistant Roles

There are three broad types of graduate assistant roles:

Research Assistant (RA).

The graduate research assistant's primary responsibilities are research related. RAs are typically assigned to research projects or researchers and assist in the research function/process and perform miscellaneous administration tasks/projects. Graduate research assistants may assist faculty members in research and data collection/analysis activities, perform administrative or editorial duties directly connected to research, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member. If the student's task involves research or direct support of research involving human subjects, the assistant will need to comply with University Institutional Review Board (IRB) procedures and requirements. Some professors have funding that allows them to employ research assistants. The following list is a sample, rather than an enumeration, and is presented here to provide an outline of some of the expectations associated with a RA position:
- Photocopying (classroom or research materials)

- Administration/clerical duties (correspondence, filing, record keeping, typing, phone calls)
- Research-related activities (collecting, coding, entering and cleaning data, computer programming, proofreading, commenting on papers)
- Library work for research or teaching purposes
- Written documentation of research activities (especially important for computer/research tasks and library searches)
- Written summaries of literature searches

CCC students may explore opportunities with faculty in other departments or research units on campus. There is no central job bulletin board for open research assistant positions. Students interested in research assistantships should inquire with individual faculty and campus research centers directly.

Teaching Assistant - Instructional Support (TA-IS)
During their third year in the CCC program, CCC students have their first opportunities to provide instructional support to CCC faculty members in one of the three participating units (sociology, social work, or urban studies). Teaching assistants are primarily responsible for assisting the course instructor with facilitating a learning environment for students. Teaching assistants will work with an instructor and be responsible for such duties as assisting in the development of assignments and exams, proctoring exams, grading exams and papers, and preparing course materials—for example, making photocopies, writing lecture notes, and organizing and managing the course Canvas site. Optimally, they should be physically present in class to observe how the instructor organizes and presents the subject matter. Teaching assistants are able to gain valuable teaching experience through observation and engagement with the subject matter and students. Teaching assistants can expect to undertake the following:
- Assist with the development of the course structure and its syllabus
- Assist with the selection of course readings and assignments
- Assist with the development of quizzes, exams, and grading rubrics
- Provide administrative support for the professor. This role may include assisting the professor in developing teaching materials such as syllabi, visual aids, answer keys, supplementary notes, and course website pages.
- Attend the course
- Schedule and maintain regular office hours to meet with students
- Be a liaison for undergraduate students via email or in person
- Grade assignments, quizzes, term papers, and exams
- Order or obtain materials needed for classes
- Proctor examinations
- Return assignments to students in accordance with established deadlines
- Photocopy and distribute requested material for the course
- Hold midterm and final review sessions
- Meet with the professor to discuss students' grades and complete required grade-related paperwork
- Facilitate discussion sections
- Give a "guest" lecture

Teaching Assistant – Instructor (TA-I)

During their fifth year in the CCC program, CCC students will have opportunities as they become available to be primary instructors, whether teaching courses for which they have served as assistants or developing their own courses. They will be engaged in direct teaching and will assume responsibility for course planning and organization, grading of assignments, and determination of student grades. Optimally in terms of professional development, CCC students should serve a minimum of one semester in the TA-I capacity.

All first-time teaching assistant - instructors (TA-I) are required to attend and complete the New Graduate Instructional Training Workshop. This workshop is a one-day training session and is typically held during the third week of August each year. Students register for the orientation and workshop through the [SLA website](). The workshop covers issues such as effective lecturing, facilitating discussions, testing/grading, academic integrity, using technology in teaching, teaching as a performance art, and collaborative learning. Expectations of graduate instructors include the following:

- Developing the course syllabus
- Setting up and maintaining a course web page through Canvas
- Putting course items on reserve at the library, if needed
- Preparing and delivering lectures
- Preparing for and leading class discussions
- Creating and overseeing all student assignments
- Constructing and giving exams
- Evaluating and grading examinations, assignments, and papers
- Scheduling and holding at least two office hours per week
- Meeting with the DPD or other designated CCC faculty on a regular basis
- Recording grades and assigning midterm and final grades for the course according to the Registrar's timetable
- Conducting a final course evaluation in conjunction with the university's practice

5. Time Expectations

TA and RA positions are limited to a maximum of 20 hours/week. Hours may vary from week to week, but the average hours across weeks should not exceed 20 hours. Students may not work for other departments on campus during the academic year without pre-approval from the DPD and CCC Steering Committee, as outlined above. Students may work as paid tutors on campus as long as they are not serving as the teaching assistant for the particular course for which they are tutoring.

6. Evaluation

The CCC Steering Committee is responsible for overseeing the evaluation of the performance of all graduate assistants in TA-IS or TA-I positions. The Steering Committee will determine that graduate assistants have BOTH provided satisfactory service and are making satisfactory progress toward the completion of their degrees while serving in assistantships. Tulane faculty with whom CCC teaching assistants work are responsible for evaluating their performance at the conclusion of the fall and spring semesters for the associated one-hour credit course, CCCC 7750 and communicating that evaluation to the DPD. It is expected that the participating units in the CCC program will assist in evaluating the performance of graduate instructors (TA-I), also reviewing the university course evaluations that students complete. At

least once a semester, one CCC faculty will attend a class offered by a TA-I and write an evaluation of her/his teaching performance. This evaluation must be shared with the TA-I and filed in the CCC office.

7. Conflict Resolution Process and Procedures

If a conflict arises between a graduate student's progress in the program and graduate assistant demands, it is the student's responsibility to bring these conflicts to the attention of the supervising professor and negotiate a mutually agreeable solution. None of the faculty has any interest in impeding any student's progress, so achieving such a resolution should rarely be a problem. If it is, the student should discuss the situation with the DPD.

If a faculty member experiences problems with the student's performance of her/his duties as a teaching or research assistant, it is the obligation of the faculty member to communicate the problem to the student in a timely fashion. Likewise, it is also the student's obligation to respond to the faculty member's complaint in a timely fashion. If the individuals involved cannot resolve the problem satisfactorily, they should consult with the DPD.

If a student continues to neglect his/her normally expected assistantship duties without good cause, by either (1) refusing to do the assigned work or (2) doing the work in an unsatisfactory way, even after a faculty member has communicated the problem to the student, the DPD has intervened, and outside mediation has not resolved the problem, the CCC Steering Committee will seek the termination of the assistantship before the end of the period of appointment, according to the regulations and procedures of the protection of academic freedom of graduate, teaching, or research assistants (pursuant to Article XII of the Statement on Academic Freedom, Tenure, and Responsibility, May 17, 1971).

8. Termination of Graduate Assistant Appointment
A graduate assistant appointment may be terminated for reasons such as:
- Failure of the student to maintain satisfactory student status
- Failure to maintain consistent progress toward completion of the degree requirements

9. Restrictions on Being a Graduate Assistant (TA-IS)
- The graduate student cannot be enrolled as a student in the class for which they are TA-IS
- The graduate student may not to serve as a teaching assistant in graduate level courses and seminars

10. Resources

Tulane University's Center for Engaged Learning and Teaching (CELT) provides theoretical and applied resources, tools, and direction to the university community to realize the goal of engaged learning at Tulane. CCC students are also encouraged to consult the websites of different professional organizations—American Sociological Association, etc.—for information on teaching resources, pedagogical advice, strategies for effective teaching and professional development. The Office of Graduate and Postgraduate studies offers an introductory graduate teaching orientation in August, preceding the opening of each academic year. Students should pre-register for this workshop.

Academic Grievance Procedures – CCC Program, Tulane University

The following procedures are in accordance with those approved by the Senate Committee on Academic Freedom and Responsibility of Students, October 1989. (September 1992)

1) Within one month of receiving a grade or other cause of complaint, a student should make an informal attempt to resolve the grievance by approaching the instructor or other academic supervisor. If the instructor cannot be reached due to summer vacation or other circumstances, contact should be made with the instructor as soon as possible or within two weeks of the beginning of the following semester.

2) If student and instructor cannot arrive at a mutually satisfactory solution within seven days, the student should submit a written statement of the alleged grievance to the CCC DPD.

3) If the grievance is against the DPD, the statement should be submitted to the senior faculty member of the CCC Steering Committee, who will then preside over and execute all matters discussed below.

4) If a grievance cannot be resolved by informal mediation within seven days of its referral to the DPD (or surrogate in the specified exception), the student will be informed of his or her right to bring the matter before a program grievance committee. The student will be granted 48 hours from the time of notification of right of grievance hearing to notify the DPD (or surrogate) of his or her decision. The responsible party shall then convene and schedule the grievance hearing, if requested, within one week of such notification.

5) The program grievance committee shall consist of three faculty members appointed by the DPD (or surrogate). Ideally, the committee will consist of members from each of the three program divisions who have had no previous formal affiliation with the student. A new committee will be selected for each grievance case. The senior member of the committee will function as chair of the committee and moderator of the hearing.

6) The DPD (or surrogate) shall advise the committee members of the name of the student and shall notify the student of the composition of the committee at least two days before the hearing.

7) Requests by students to remove a faculty member from the committee for cause or by committee members to remove themselves for cause shall be entertained by the DPD (or surrogate) and granted only in extreme cases.

(8) Requests by parties involved in the grievance process for extensions of the above time limits shall be entertained by the DPD (or surrogate) and granted only in extreme cases.

9) Both the student and the instructor have the right to submit written statements of their opinions concerning the grievance to the grievance committee and shall be encouraged to do so. Both parties also have the right to appear before the committee during the hearing and shall be encouraged to do so. Neither party is obligated to submit a written opinion or to appear personally before the committee. Choice regarding these options shall not be weighed in committee deliberations.

10) Instructors against whom grievances are filed are obligated to submit to the committee all written materials (test, papers, record of grades, and so forth) which bear directly on the grievance case unless those materials already have been returned to the student. Instructors are expected to retain written materials for a period of at least six months following the end of the semester in which the material was submitted for purposes of grading.

11) Parties giving testimony in a hearing shall be segregated before and during testimony.

12) Testimony, but not committee deliberation, during a grievance hearing shall be tape-recorded and tapes kept on file for six months after the hearing.

13) The committee shall render a decision in the grievance matter within three days of the hearing. Committee records should contain not only the decision, but also an explanation of the grounds upon which the decision was reached. Summary statements of decisions and their grounds shall be sent by the DPD (or surrogate), to the student complainant, the faculty member against whom the grievance was filed, and the dean of the student's college.

Tulane University Unified Code of Graduate Student Academic Conduct

The CCC program expects all students to uphold high standards of scholarship and conduct in roles as student, teaching/research assistant, and researcher. To that end, all CCC students are required to abide by the [Tulane University Unified Code of Graduate Student Academic Conduct](). According to the Code, "In all work submitted for academic credit, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words). This principle applies, but is not limited, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments."

The following are defined as academic conduct violations under the code:

i. Cheating—Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

ii. Plagiarism—Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult any of the available references on acknowledging sources in academic work for more information on documenting sources.

iii. Fabrication—Submission of contrived or altered information in any academic exercise.

iv. False Information—Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

v. Unauthorized collaboration—Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

vi. Multiple submissions—Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

vii. Sabotage—Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

viii. Unfair advantage—Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

ix. Facilitation of academic dishonesty— Knowingly helping or attempting to help another student violate any provision of the Code.

x. Tampering with academic records—Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

xi. Improper disclosure—Failure of an Honor Board member, witness or participant in an Honor Board hearing to maintain strict confidentiality concerning the identity of students accused of Honor Code violations.

Useful Links and Information

School of Liberal Arts (SLA) - Links to Resources for Graduate Students
- New Student Information
- Graduate TA Resources (CELT)
- Graduation Deadlines
- Graduate Programs Catalog/Handbook
- Graduate Student SLA Grant Writing Workshops
    - 2018 Workshop
- Routine Practices that Improve Grant Writing
- Procedures on grade and other academic complaints
- Unified Code of Graduate Student Academic Conduct
- Graduate Student Research Funding Opportunities
- Fraud in Research
- Guidelines and Policies for Graduate Assistants *
- Interdisciplinary Ph.D. Proposal Guidelines
- Summer Merit Fellowship Awards
- Freie Universität Berlin Exchange
- Funding Opportunity: Newberry Library Center for Renaissance Studies Consortium Programs
- Federal Programs and Fellowships that Provide Support for Graduate Students
- Tulane Travel Funds for Graduate and Professional Students
- Liberal Arts Graduate Student Travel Funds

School of Liberal Arts (SLA) - Links to Forms for Graduate Students
- Admission to Candidacy
- Approval of the Dissertation Prospectus
- Application for Degree (For Masters and Ph.D. ONLY)
- Continuous Registration
- Final Exam/ Dissertation or Thesis Defense/Recommend for Degree
- Guidelines for Preparing Theses and Dissertations
- Graduate Commencement Participation Form
- Transfer of GRADUATE Credit from ANOTHER University Request
- Transfer of TULANE Undergraduate Credit to Tulane Graduate Credit Request
- Survey of Earned Doctorates
- SLA Leave of Absence Form

School of Liberal Arts (SLA) - Deadlines for Graduating Students: Each student is responsible for meeting mandatory Tulane University deadlines for commencement. These deadlines include the "Application for Degree" form (in February for May graduation, in June for August graduation, and in October for December graduation), delivery of thesis or dissertation in its final format to the SLA Dean's Office (first week of April for May graduation, mid-July for August graduation, and first week of December for December graduation), and payment of all graduation fees. Exact deadlines are updated every year and are posted on the SLA website.

School of Liberal Arts (SLA) - Information for Incoming Graduate Students
- International Students
- For All First Time Teaching Assistants (International and Domestic)
- Registration Instructions
- Immunizations
- Payroll Information
- Taxation
- Housing
- Health Insurance
- Mandatory Fees
- Payment of Accounts Receivable
- Student Loans
- Final Transcript
- Tuition & Fees for Graduate Programs.

Tulane University Office of Graduate and Postdoctoral Studies (OGPS)
The OGPS advances graduate education and enhances postdoctoral training through program oversight, policy development, and implementation of focused activities.
- **Workshops.** OGPS sponsors workshops that support the professional development of Tulane's graduate students. Topics include career planning: an overview, pursuing academic careers, academic research and scholarship, teaching, and an orientation for new teaching assistants.
- OGPS also publishes a Teaching Resource Manual for Graduate Student Instructors in collaboration with the Center for Engaged Learning and Teaching (CELT). To suggest a topic or speakers for workshops, e-mail OGPS at ogps@tulane.edu.
- **Policies.** To review the policies affecting graduate study at Tulane, see the OGPS **policies** page or the University Catalog.
- **Mentoring Relationships.** Faculty mentors play an important role in graduate students' experiences and success. OGPS provides several **tips** for finding a mentor.
- **Campus Resources.** Tulane has many **resources** to assist you in your research and teaching, and to foster your engagement with the university community.

Tulane Graduate Studies Student Association (GSSA)
The GSSA is a student-government based organization for all graduate students, Masters and PhD, within the School of Science and Engineering or the School of Liberal Arts. GSSA is funded by a portion of graduate student activity fees, and acts to provide social, academic, and career enriching opportunities on and off campus for the graduate student population. GSSA also acts as a conduit to the University administration for issues affecting our constituent graduate students, including healthcare, facilities, etc. CCC students annually elect a representative(s) to GSAA.