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THE CHICAGO SCHOOL DISSERTATION MANUAL

SUMMER 2013



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INTRODUCTION

This Dissertation Manual is designed to provide an overview of The Chicago School of Professional Psychology's (TCSPP) institutional policies and procedures for the completion of doctoral dissertations. It is a framework for understanding the expectations of scholarship that reflect the TCSPP mission and provides guidance to students and TCSPP departments. These requirements are consistent with TCSPP's institutional philosophy and reflect the unique learning requirements of each department.

The Chicago School of Professional Psychology Dissertation Manual provides guidance, requirements, and procedures for students and TCSPP faculty for the completion of a doctoral dissertation. This introduction is an overview of the TCSPP model of education and associated institutional values and learning goals. In addition, this section highlights key terminology and orients the reader to the purpose and expected outcomes of dissertation research. Chapter 1 is a description of the Dissertation Requirements. Chapter 2 reviews Dissertation Process Guidelines and the subsequent Appendices provide additional resources intended to support the needs of the dissertation student

The quality of the dissertation is a reflection of doctoral students' personal and professional reputation and a representation of their cumulative work achieved at TCSPP. Doctoral students embarking on the dissertation process are required to read this manual to better understand the philosophy that drives the TCSPP engaged practitioner model. This understanding will enable students to advance and create research that reflects the values of The Chicago School Model of Education. In addition to this manual, students must consult their program's Departmental Dissertation Supplement, for department-specific requirements and procedures.

The Chicago School Model of Education

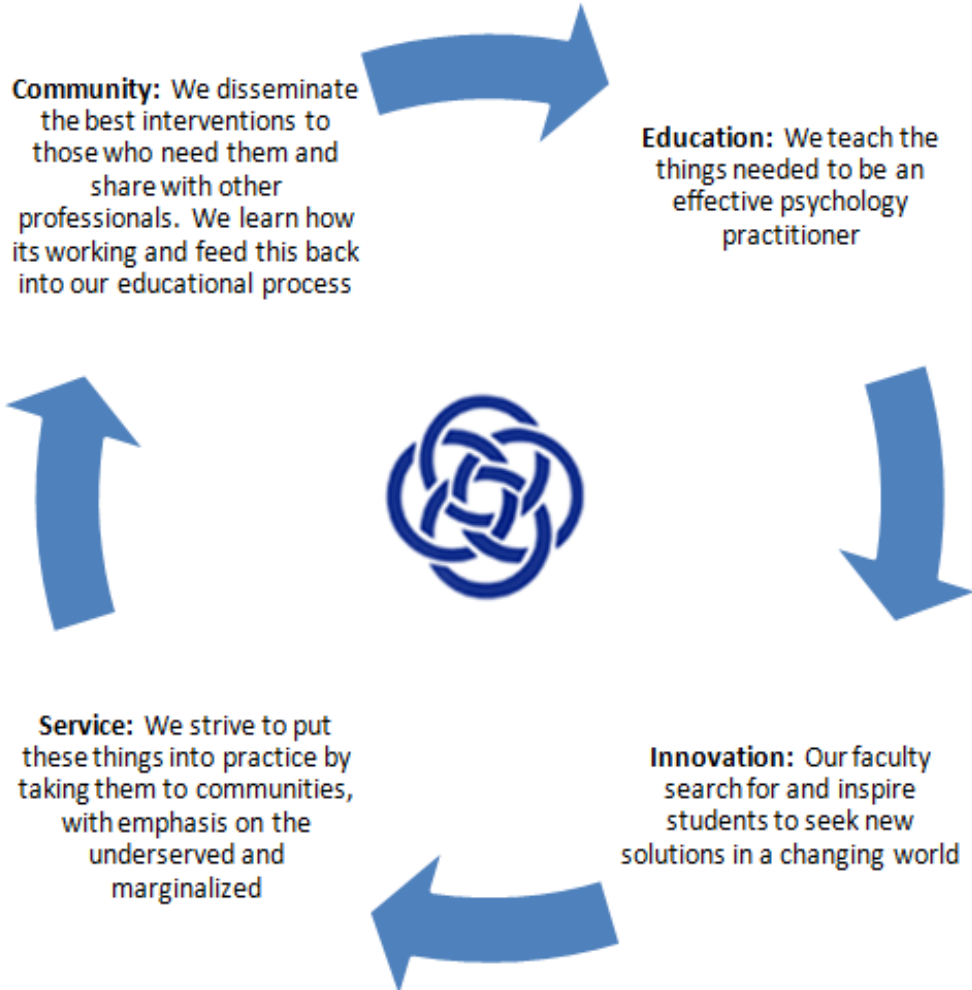
The Chicago School Model of Education is rooted in the belief that professional education has advanced far beyond the traditional classroom, research laboratory, and teaching clinic, and that its relevance and potential impact can be found in every part of life, every type of workplace, and every sector of society. This model redefines the role of the professional: no longer limited to study and/or practice, the *engaged professional* is an individual who is an integral part of the community and uses scholarship and a myriad of applications to solve pressing social issues, strengthen families and organizations, and build capacity to make positive and lasting impact on the world. The Chicago School model sets forth a new approach to teaching a particular discipline, an approach grounded in four institutional values: education, innovation, service, and community; and in four institutional learning goals: professional practice, scholarship, diversity, and professional behavior. These values and goals are discussed further below.

The Chicago School Institutional Values

| Value | Institutional Assumptions |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education | <i>The Chicago School provides a premier education that prepares students to positively impact the world, successfully compete in their careers, and effectively fill market needs. Expanding on the Vail model, the institution has incorporated the learning goals of Diversity and Professional Behavior to stand alongside Professional Practice and Scholarship. The school understands the recursive relation between Professional Practice and Scholarship and promotes a broad definition of evidence-based practice. The school deeply values the incorporation of diversity into all of its programming and remains committed to developing its expertise in this area.</i> |
| Innovation | <i>Innovation is the means by which a field of study can expand its reach and impact. Likewise, innovation identifies new methods to help solve pressing social issues within a discipline. The Chicago School is deeply committed to identifying and employing original ways to teach diversity, practice multiculturalism, and make a greater impact in the world. Through modeling and instruction, the school seeks to prepare graduates to be innovators in their chosen fields.</i> |
| Community | <i>The Chicago School has a “core community” that serves as the base for learning, and the modeling encountered in this learning community is reflected in the practice and professional behavior of students and faculty within the greater communities served. The interactions between members of The Chicago School and the extended community are intentional. They actively involve alumni and are critical to students’ process of transformation. Teaching and learning diversity requires a pluralistic philosophy that advances inclusion, social justice, and self-reflection. Community establishes the relevance of The Chicago School’s education, scholarship, and practice serve the greater good.</i> |
| Service | <i>Applied professional experiences provide the opportunity to develop the knowledge, skills, and attitudes requisite to meet the needs of the people ultimately being served. The engagement between the provider and recipient of services is mutually beneficial, as both parties benefit through these interactions. The Chicago School seeks to prepare graduates to practice in their disciplines in order to help individual citizens, as well as to impact larger social systems and policies.</i> |

Values Underlying the Chicago School's Engaged Practitioner Model:

We Learn, We Innovate, We Serve, We Collaborate



Our students, as a result of participating in this cycle (TCS Learning Goals):

- Are qualified to engage in *professional practice*
- Obtain vital *scholarship* skills that enable them to contribute by *service* and *innovation*
 - Understand, value, and integrate an emphasis on *diversity*
 - Engage in *professional behaviors* that advance the field.

The Chicago School Institutional Learning Goals

| Learning Goal | Institutional Assumptions |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Practice | <p><i>The Chicago School prepares students to be competitive in the marketplace through expert teachers-practitioners and applied learning experiences. The institution seeks to advance the understanding and expand the reach of the discipline of psychology and related fields to include new sectors, populations, and geographies. With a primary goal to train ethical and competent practitioners, Chicago School students are closely mentored to become leading professionals who engage directly with the community to develop self- and social awareness, career goals, and civic responsibility. Through this process, students discover their call to service and the true impact they can have on the world.</i></p> |
| Scholarship | <p><i>The Chicago School holds that professionals apply scholarship in real-time and that traditional research methodologies need to be replicated into an evidence-based approach to practice. The school embraces a broad definition of scholarship, supporting different scholarly activities across and between academic programs yet still demands standards that ensure adequate rigor, quality, relevancy, and impact. The institution promotes innovation in scholarship and seeks faculty who can model and mentor unique approaches to knowledge discovery, teaching, and professional practice.</i></p> |
| Diversity | <p><i>Diversity defines The Chicago School's identity as an educational institution, and this attracts students, faculty, and staff who embrace diversity as the core of human interchange. While the school has been recognized for its excellence in diversity education and training, it has never been complacent in its quest to innovate and lead the field in the areas of curriculum design and pedagogy, scholarship, professional behavior, and practice. Seeking to develop diversity competence across the learning community, the school's academic programs, complemented by numerous co-curricular learning opportunities, provide constant exposure to first-hand, multicultural experiences, improving all constituents' ability to more effectively serve the broader domestic and international communities.</i></p> |
| Professional Behavior | <p><i>The core component of the Professional Behavior learning goal is ethics, though it calls for a more global way of thinking, behaving, and feeling. While academic departments may generate unique understandings of professional behavior in light of their competencies, degree requirements, and the nature of work in which their graduates engage, there is a common understanding of its importance as a teachable subject both within and outside the classroom. Professional behavior is developed through The Chicago School's innovative programs, scholarship, and pedagogy, which likewise prepare graduates to become leaders in their field. Professional behavior is a practice that is delivered and developed, in particular, through the values of service and community. The value of community enjoins students to provide service in a number of ways during their graduate education, and these opportunities guide them into the behavioral requirements of their chosen profession through the teaching, mentoring, supervision, and advisement of faculty, site supervisors, and staff members.</i></p> |

The Chicago School Model of Education carries implications that reach beyond the discipline of psychology into other fields such as education, healthcare, and law. While the framework traces its roots to earlier training models for psychologists (Boulder, 1949; Vail, 1973), a large measure of the model's significance lies in its applicability to a broader range of professional education.

The Chicago School Model provides the architectural structure for preparing the current/modern engaged professional. The engaged professional's career aspirations go beyond the application of theory and skills to include a commitment to transforming lives, building community capacity, and solving pressing social issues. Engaged professionals are neither the scientist-practitioners nor practitioner-scholars who came before; they are cross-culturally and professionally competent individuals who are an integral part of international and local communities. They approach practice

and scholarship as innovators, transformers, and problem solvers, and use their disciplines to make a positive and lasting impact in global and local communities.

The principles that underlie The Chicago School's dissertation process will ensure that students pursue professional excellence, expand the boundaries and application of psychology, embrace cross-cultural competency, engage in reciprocal research projects that seek to solve pressing social issues, and achieve lasting improvements in the lives of individuals and communities.

How to Use this Manual

The Dissertation Manual provides an overview of the TCSPP commitment to scholarly process, as demonstrated by the completion of doctoral dissertations. Students should read this manual in order to:

- Gain a deeper understanding of the institutional history and values that permeate doctoral work
- Develop an understanding of TCSPP institutional dissertation requirements
- Develop an understanding of the TCSPP institutional dissertation process
- Identify institutional resources that support dissertation completion

Glossary of Important Terms

Individual departments may have slightly different definitions, but the basic meanings are the same.

- **Committee:** The Dissertation Committee refers collectively to the Dissertation Chair and Reader(s).
- **Copyediting:** Publication copyediting is the final stage of the dissertation project. Following a successful oral defense, the dissertation is reviewed by a school-appointed copyeditor to ensure that it meets grammatical and formatting standards, and can then be paper- or electronically bound and published. For information regarding formatting and copyediting, see the [TCSPP Dissertations](#) website.
- **Dissertation:** The dissertation is the complete written product, including the finalized chapters of the proposal, results and conclusions from the research project.
- **Dissertation Chair:** The Dissertation Chair is a Program or Affiliate Faculty member who oversees the research project, guides the student, and ensures the project is conducted in a sound way that meets the Department's requirements. The Dissertation Chair serves as the Primary Investigator (PI) of the research project to ensure compliance with IRB policies for the protection of human subjects.
- **Dissertation Day:** Programs may establish an event at least once each year in which students are invited to defend their Dissertations. This may be a department- or school-wide event.
- **Dissertation Designee:** Programs may appoint a person within the department (i.e., department manager or faculty member) to coordinate the documentation and processing of dissertation-related forms, contracts for committee members, copy-editing, and maintaining accuracy of department-related dissertation materials and policies.
- **Dissertation Fee:** The Dissertation Fee covers dissertation-related expenses such as IRB, dissertation processing, and copy-editing.
- **Institutional Review Board (IRB):** In accordance with federal regulations, the Institutional Review Board reviews the proposed process for all research at the institution to ensure that the research will be conducted in an ethical manner. Students must submit an IRB Proposal that outlines exactly how the research project will be conducted. Unless the research is considered “exempt” according to federal regulations, a formal letter documenting IRB approval must be obtained before data collection can commence.
- **IRB Central Office:** This department handles the administrative components of the Institutional Review Board, including submission and review procedures and documentation.

- **Oral Defense:** The Oral Defense is the final stage of the research project during which students defend their findings and conclusions to the Dissertation Committee and a local community of scholars. Students must respond to questions and provide a critical examination of their work.
- **Project Plan:** Students may create a project plan, (or “dissertation strategic plan”), that outlines their strategy and timeline for completing the dissertation in the years allowed. In departments where a project plan is required, it must be updated every semester.
- **Proposal:** The proposal is the “plan” for the final dissertation and lays out the research questions, theory, rationale, literature review, hypotheses (where appropriate), and methodology of the proposed research project. The proposal typically serves as the first three chapters of the dissertation.
- **Proposal Defense:** The proposal must be approved by the student’s committee before the submission of the IRB application. The proposal defense may be conducted via document (see Form C, Appendix B, or in a meeting with the committee (in person or via teleconference) and presented orally through discussion.
- **Reader(s):** The Reader supports the research with additional expertise, knowledge, and/or resources. In addition to the Dissertation Chair, readers also review and approve the proposal and full dissertation. Refer to the Department Supplement on the number and qualifications required of readers.

Purpose of the Dissertation

The major capstone assignment of all doctoral programs is the Dissertation. TCSPP doctoral programs maintain a high standard of performance throughout coursework and the Dissertation, which culminates in a Doctor of Philosophy (PhD), Doctor of Education (EdD), or Doctor of Psychology (PsyD) degree.

The purposes of the Dissertation are:

- To move the field forward through contribution of original work to the scholarly community
- To provide evidence of a student’s mastery of the program’s required research and content competencies
- To provide faculty/institution with a measurement of program effectiveness
- To engage the student in a process that develops their capacity to function as a professional in the discipline

The Dissertation is a large, semi-structured project that requires self-discipline, time management, communication, and interpersonal skills. It requires students to educate themselves, push the boundaries of cross-cultural competence, engage in critical and reflective thought, and develop expertise in an area of their field.

Outcomes of Dissertation Research

TCSPP graduates in clinical and/or academic/scholarly settings will be leaders in developing innovative solutions to the world’s most complex problems. To accomplish this, they must be equipped with broad research skills, including the ability to:

- consume and apply formal research
- develop meaningful research questions
- read and understand research literature
- apply learning in reflective and useful ways
- plan and execute rigorous methodology
- evaluate the effectiveness and limitations of research
- engage in the production of new knowledge across various settings
- utilize research methodologies that reflect engaged practice and cross-cultural understanding

Each program determines the research model and methodologies appropriate to its professional field. To review criteria for Dissertations, consult your Departmental Supplement.

CHAPTER 1 — TCSPP DISSERTATION REQUIREMENTS

Completing the dissertation is a multi-step process that requires commitment, diligence, and competence. All TCSPP departments have a specific process and coursework students are required to complete. In addition, there are five research competencies required of students to meet in the completion of their dissertation.

Research Competencies: The institution requires mastery five critical dissertation research competencies in addition to program competencies. The required institutional competencies are:

- Professionalism
- Conceptual rigor
- Methodological rigor
- Contribution to field knowledge
- Demonstration of cultural awareness in the conduct and interpretation of research

These competencies must be demonstrated in the Dissertation Proposal and completed Dissertation.

Structure: Students generally use the traditional five-chapter approach (as identified by the following elements) to demonstrate mastery of dissertation competencies:

- Chapter 1 — Introduction to the Study (includes articulation of a question/s of interest)
- Chapter 2 — Comprehensive Review of the Literature
- Chapter 3 — Research Design and Methodology
- Chapter 4 — Results
- Chapter 5 — Discussion, Conclusions, and Limitations
- References
- Appendices

Each element is traditionally covered in a separate chapter. However, this format depends on the research questions and may vary to reflect the project design. In some cases, the five chapter approach may be altered to better suit a specific project. Permission for altering the approach must be granted by the chair and the committee. However, the following elements apply to all dissertations and departments:

- **Introduction to the Study** (includes **articulation of question[s] of interest**) – The Introduction describes the nature of a problem and question(s) of interest, often called a statement of the problem. Grounded within a theoretical framework, this question(s) introduces a concept or idea which, when addressed, will provide greater depth of understanding and new knowledge to the field, the discipline, the practice, and/or the profession. Based on the question(s), students will identify the focus of the study that will assist them in defining expected outcomes or hypotheses.
- **Comprehensive Review of Literature** – The literature review provides a backdrop for the question of interest by gathering existing knowledge and offering a critical analysis of the current status of the literature, revealing differing perspectives, contrasting views, and possible research gaps. It establishes a theoretical framework that the new study will apply to the

questions of interest. The literature review should be concise, logically organized, and synthesize sufficient literature to demonstrate current and thorough knowledge of the topic. The literature review should lead logically to the rationale for the proposed study and more formal research question.

- **Research Design and Methodology-** TCSPP requires students in PhD, EdD, and PsyD programs to conduct their research in the manner of an engaged practitioner. TCSPP is committed to providing each student the opportunity to use research methodologies that reflect engaged-practice and that arise out of the unique settings and types of questions faced by the student's individual field/interest. After finalizing the dissertation question, the student should select a methodology to explore the question. This is done in consultation with the committee and consideration of the student's own skills to use the methodology to explore the specific research question. While most topics can be explored with many methodologies, it is critical that students choose the methodology that best fits the specific research question. Listed below are several types of dissertation methodologies. Please refer to your program's Departmental Supplement for a detailed description of approved research designs, methodologies, and expectations for statistical analysis and reporting.
- **Quantitative Study-** Quantitative studies require the collection, analysis, and interpretation of data using quantitative analysis (broadly defined to include original data collected by the student, secondary analysis of preexisting data or archival data, replications, and meta-analysis). The interpretation of results must remain within the boundaries permitted by the research model used. A critical component of this type of dissertation will be the availability of participants and the potential to locate the number of participants needed in a reasonable period of time. Quantitative investigations can be in the form of a single case time series, or a group design with the appropriate statistical analysis.

The methods for a quantitative analysis are varied and determined by the nature of the research question (Gelso, 1979; Kazdin, 2003). Under the supervision of the Dissertation Chair, the student can select from a range of quantitative research methods that enable rigorous scholarly pursuit of the dissertation research question.

- **Qualitative Study-** Qualitative psychological research investigates the distinctive characteristics of experience and action as lived by persons. Typically, it describes and attempts to understand "actual instances of human action and experience from the perspective of participants who are living through a particular situation" (Fischer, 2006, p. xvi). Qualitative study uses descriptive language and the meanings associated with such language as the base unit for analysis.

Some acceptable sub-methodologies that might be placed under this definition include, but are not limited to, critical hermeneutics, grounded theory, ethnography, participatory action research, phenomenological inquiry, autobiography (narrative study of lives), feminist research, narrative analysis, focus groups, and the case study.

- **Mixed Qualitative and Quantitative Study-** This type of dissertation is appropriate for research questions in which both quantitative and qualitative research questions are embedded. Proponents of mixed methods research attempt to use a combination of methods that have complementary strengths and non-overlapping weaknesses. Mixed methods research has the potential to answer a broader range of research questions because the researcher is not confined to a single method or approach.

Since it is usually impractical to execute perfect methodology in all aspects of a single project, a researcher can draw on the strengths of each approach to assemble the best

combined design and to a degree, can compensate for weakness in one approach by using features of the other. However, the strengths of mixed methods are multiple, and there are five primary benefits of mixed methods research (Greene et al., 1987; 2007):

1. **Triangulation-** The convergence and corroboration of multiple methods provide greater richness to obtained data.
 2. **Complementarity-** The elaboration and/or enhancement of results from one method with the findings from the other method.
 3. **Development-** It is not uncommon to utilize the findings from one method to help develop the research question, hypotheses, sampling, etc. for the other method.
 4. **Initiation-** Seeks the discovery of paradox and contradiction, new perspectives or frameworks, and the recasting of questions or results from one method with questions from the other method.
 5. **Expansion-** Seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.
- **Results or Findings** – In this chapter, the results or findings from data collection are reported in narrative form, often accompanied by tables and figures as appropriate. When data is collected from participants, descriptive statistics are utilized to provide an accurate depiction of the sample on characteristics such as age, gender, education, occupation, etc. The inferential analytic method(s) used will be dependent on the nature of the research methodology. Findings are reported without interpretation.
 - **Discussion, Limitations, and Conclusions** - In this chapter, the interpretation of results or findings are discussed. The student should discuss to what extent the research questions were conclusively or partially answered; whether the findings were anticipated or unanticipated; and whether the findings are consistent with the literature reviewed in Chapter 2 of the dissertation. The student should also discuss factors that might have contributed to inconclusive, unanticipated or inconsistent findings. In order to demonstrate competency in cultural awareness, students must consider the following questions in relation to their study findings:
 - What are the implications of this study for diverse groups and individuals?
 - What impact does author perspective and demographics have on this study?
 - To what extent is bias inherent in this study?

This discussion of findings is followed by a consideration of the strengths and limitations of the study. Implication of the findings for theories, real life and clinical applications can also be discussed, as well as direction for future research. The conclusions represent analysis of how the study furthers knowledge about the subject and implications for the engaged-practitioner.

To illustrate mastery of TCSPP research competencies and successfully complete the doctoral program, the basic content elements are to be addressed fully and effectively in every dissertation. The [Dissertation Rubric](#) illustrates what “fully” and “effectively” mean. The student should carefully consider the rubric to maximize successful demonstration of the necessary elements.

Academic Integrity: Students must maintain the highest standards of academic integrity throughout the dissertation process. This includes adhering to research procedures approved by IRB and giving credit to the work of others. Students are required to adhere to the specific current ethical standards

outlined for their profession (e.g., APA, ACA, NCSPP), and will be held accountable to the ethical principles if professional integrity is called into question.

- Plagiarism check requirement: The Dissertation Chair will submit the proposal and/or dissertation to Turnitin.com, a website that scans the document for exact matches by cross-checking it with the work of other authors. This practice provides security for the student and the school in ensuring academic integrity. Students may wish to submit their written work in advance and provide the Dissertation Chair with the report. Details for how to use [Turnitin.com](#) can be found on the [Dissertation Processing Site](#) on eGO.
- All TCSPP Dissertations must adhere to the APA code of ethics regarding publication credit.
- TCSPP policy regarding academic integrity can be found in the [Student Handbook](#)

IRB: In keeping with the principles of beneficence and non-maleficence that underlie the profession of psychology, research should be conducted in a way that minimizes the risk to human subjects participating in that research. TCSPP maintains a committee of faculty and staff called the Institutional Review Board (IRB). The IRB reviews all research involving human subjects to ensure conformity with ethical principles and Federal requirements for protecting subjects.

- Human subject review requirement: All research conducted at TCSPP must be reviewed by the Institutional Review Board (IRB) prior to data collection. No data may be collected before the IRB has approved the student's application. For more information about IRB policies and procedures, check the [IRB website](#) or contact the [IRB Director at IRB@thechicagoschool.edu](#).

Following the proposal defense, and before commencement of participant/subject recruitment and data collection, the student must apply for IRB approval. The following list provides an idea of the most central issues the IRB will review:

- Participation in research is clearly voluntary and contains no element of coercion, fear of negative consequences, or excessive reward that would influence participation in subjective ways.
- Participants are clearly informed of information relevant to their decision to participate.
- Data from subjects are kept confidential and adequate protections for privacy are in place.
- Special protections are in place for vulnerable populations, such as children, pregnant women, institutionalized people (such as prisoners), or mentally or physically disabled individuals.
- Experimental procedures or contrived situations to which participants are exposed do not present unacceptable risks to the safety or health of participants. Adequate measures to minimize risks are identified.
- The student and Dissertation Chair must hold current certifications of completion of the [CITI Online Training Module](#).

The IRB submission process is electronic. All parts of the application are to be submitted simultaneously. Incomplete applications and/or failure to follow directions will result in a returned application and significant delay in the approval process. Full directions can be found on the Institutional Review Board site, which has the most current forms, instructions, and information.

An IRB application will only be accepted when the Dissertation Chair verifies that:

- The Dissertation Committee has approved the Dissertation Proposal

- The Office of Institutional Research has pre-approved a campus-based survey (if applicable)
- The IRB application is complete and ready for review

Departmental Tracking: Most doctoral programs have an individual designated to track the administrative elements of the student's dissertation. In addition, each department has specific deadlines for submission of the sections of the dissertation. Students should check with their respective Dissertation Chairs to understand departmental requirements and identify the designated administrative individual. As the student completes certain milestones, the program will require the student to demonstrate progress through timely submission of all required administrative forms to the Dissertation Administrator. Check individual Departmental Supplements for the specific milestones and forms.

Final Copyediting: Following a successful oral defense and after all changes required by the student's committee have been received and approved, the student must submit the completed Dissertation to the copyediting process. Directions can be found on the [Copyediting Processing](#) website.

CHAPTER 2 —DISSERTATION PROCESS GUIDELINES

Throughout the dissertation process, the student assumes full responsibility for writing and preparing the written manuscript. While the Dissertation Chair, Reader, and IRB office provide guidance and expertise, the research and writing of the dissertation is the work of the student. As the capstone project of graduate study, the dissertation is the largest and most comprehensive writing assignment that students are required to complete. This chapter provides an overview and guidelines of the dissertation process:

[Project Plan:](#) Putting a working plan in place to carry out the research/work

[Project Management:](#) Key principles to keep in mind

[Helpful Tips:](#) Using the doctoral program experience to prepare for the dissertation

[Developing the Topic:](#) Using coursework, personal history and research efforts to find a compelling topic

[Committee Selection:](#) Determining the Dissertation Chair and Reader(s)

[Literature Review for Topic Development:](#) Determining prior knowledge on the topic, providing a context for the research question

[Dissertation Proposal Development:](#) Writing the required elements of the Proposal

[Proposal Defense:](#) Defending the completed dissertation proposal

[Institutional Review Board \(IRB\):](#) Previewing by the Institutional Review Board for ethical treatment of human subjects

[Manuscript Preparation:](#) Ensuring the written product is ready for defense

[Electronic Submission:](#) All TCSPD dissertations are submitted electronically following final defense and after copy-editing requirements have been satisfied.

[Publication Options:](#) Contributing to the literature with the finished product

[Authorship Guidelines:](#) Determining authorship and ownership guidelines

[Dissertation Related Forms:](#) A series of forms that document student progress and evaluate the proposal, final dissertation, and oral defense

[Project Plan](#)

(Click headings to return to the overview)

This section outlines how a student plans to complete the dissertation. The plan may serve as the benchmark against which the Dissertation Chair will determine progress for assignment of credit each semester. Students should craft the project plan carefully, setting realistic, manageable, and measurable goals for each semester. The plan should include details of the program requirements. It may be helpful to start with the end goal and work backwards, organizing goals by semester. The following are elements that can be incorporated into a project plan (please refer to your program's Departmental Supplement for a timetable).

- **Realistic Timeline** - Include a detailed and organized timeline for completing each section of the proposal. It may be helpful to set aside blocks of time to work on the Dissertation every day (small blocks of 15 to 30 minutes some days, longer blocks of several hours other days). Include action items that can be completed in these blocks of time in the project plan (for example, updating the bibliography, reviewing a journal article or chapter, or expanding a chapter).
- **Draft Reviewed** – Schedule the submission of multiple drafts of the dissertation before it is approved by the Dissertation Chair and the Reader(s). Work with the Dissertation Chair to identify how he or she will review work drafts (typically in sections). The Dissertation Chair will provide feedback to guide writing and conceptualization of the dissertation. Expect to write multiple drafts before the committee approves the proposal. The Dissertation Chair and Reader(s) will need sufficient time to review and return each draft, and students will want to plan time for review as well as time for themselves to make the edits and revisions required by the Committee.
- **Resources Gathered** - Plan how necessary resources will be gathered, including: journal articles and books through interlibrary loan; specific software for analyzing data; acquisition of a needed survey or assessment instrument; interviews (one two-hour interview can take 8-12 hours if transcribed); and permission to use copyrighted information, which may take several months. Keeping an updated references page throughout the writing process will make it easier to remove a citation for a source that was not needed rather than searching for a lost source.
- **Archival Studies** - (if relevant)- Students conducting archival studies should include time to manually search through archived data, which may include searching through boxes or file drawers, copying forms and data, and re-filing items.
- **Costs**- Students should budget costs for copying and test supplies, mailing surveys, or purchasing special books or tests for the dissertation project. Also include costs of gift certificates, donations, or other incentives for participants (if part of the study).
- **Service Learning** - Although this may be post-graduation, students might include an effort to “give back” to the community they have studied. For example, providing in-service trainings or a presentation of dissertation results to the agency that provided the data.
- **Back-Up Plans** – The student is the manager of their project and its success depends on tenacity. It is wise to be proactive and create “back up plans” – such as in case of delays in obtaining approval from an external IRB, losing a source to recruit participants, and/or obtaining insufficient data for higher-level statistical analysis. Be active with some part of the dissertation project if there is a delay in one aspect.

Project Management

The most efficient way to tackle large-scale projects is to break them down into workable milestones. The following are tips that faculty and students at TCSPP have found helpful in the dissertation process.

- **Address issues of time management-** Students must commit an adequate amount of time to complete the project. The dissertation process can be thought of as a part-time position requiring at least 30 hours per week.
- **Break the process down into manageable units-** Viewing the Dissertation as a single, lengthy entity may result in feeling overwhelmed and inadequate. Structuring the Dissertation as a series of small, specific pieces will provide a sense of direction.
- **Create an environment conducive to the work-** During the dissertation process, students gather numerous books and journal publications, and need a strategy and space to organize them. Make certain to have adequate light and no interruptions while working.
- **Seek sources of support-** The Dissertation Chair and committee members are important sources of help and guidance throughout the process. Consult them regularly.
- **Don't expect the entire process to go smoothly-** Expect to rewrite drafts of the proposal and full-length document several times. Even a well-designed study might need rewriting once data collection has begun. The key is to maintain focus and motivation.
- **Don't expect the creative process to be linear-** Be flexible and realize that there is always something that can be done, including simpler tasks, such as working on formatting or doing more reading.
- **Back up all documents on an external data storage device-** Many students have lost valuable data due to computer malfunction. With USB Flash Drives, CDs, and cloud storage such as Dropbox, keep multiple back-ups of essential data and documents.
- **Label all versions-** With multiple revisions and drafts, it can be easy to send an older or incorrect version to a Chair or Reader. Ensure that each version is labeled with specific dates, in order to identify the most recent version.

Helpful Tips

- Deciding on a dissertation topic: Maintain a constant and relentless focus on one or more areas of interest throughout the program. This will allow for an in-depth expertise in those areas as well as a more timely completion of the dissertation.
- Use early coursework to explore topics and methods.
- Use required papers in coursework as an opportunity to explore potential topics in more detail.
- Many students find the literature review especially difficult to organize. First select a broad topic area, write several papers about it, and seek to make connections in class, to informally build a literature review. Focus on writing an outline of the literature review.
- Consider content-specific classes (e.g., Advanced Family Systems Theories, Psychopharmacology), as a way to start an idea, and use course materials to delve into that specific aspect of the topic.
- Semester Breaks: Many students find it difficult to get started on dissertation components while taking coursework. Yet one or two solid days (or even weeks) where focus is solely on the dissertation can move a student forward in substantial ways. Vacations, down time, and family

time are critical for good health and wellness. Balance these needs with the need to progress on the dissertation, and plan in advance so as maximize time over school breaks to include all of these activities.

Developing the Topic

Prior to engaging a committee or conducting the first formal step of the dissertation process, writing the proposal, students will want to have determined their topic. This step takes much thought and conscientious review of the literature. *Nothing prepares an individual more for the decision on their topic than reading what research others have done.* Students will get helpful ideas in their dissertation development classes. However, what follows are some hints as to how to develop the topic and how to use the literature to be informed:

- Finding a research topic can be perceived as overly challenging, or it can be as easy as letting curiosity roam among unexplained phenomena in a field of psychological interest, asking such questions as “why?” and “how?” and “what if?” Such speculations provide the beginnings of the problem to be researched as well as the hypotheses or objectives that guide every doctoral study. Many students come to the doctoral process with a very general idea of the topic they would like to explore. Consult the Departmental Supplement for more detailed assistance in this area.

These are a few of the useful sources or activities that can inspire a dissertation topic:

- Ask for suggestions from instructors, practicum/internship supervisors and research professionals.
- Study the recommendations for further research found at the end of dissertations and journal articles. Dissertations can be found in the library and through [ProQuest](#). Database searches are a good place to begin. Consider the books that one purchases or journals one looks through: What topics in chapters or articles hold the most interest? Which one generates the most enthusiasm?
- Read professional literature critically, looking for serious flaws in logic or theory or design and procedures. One research study's errors may become another investigator's point of creative departure.
- Participate in professional seminars, workshops, and conventions, and list the topics of sessions attended. What interest pattern shows up?
- Increase the time spent in reading professional literature. During this early phase of topic selection, increase the quantity of professional literature that is read each week. Reading depth should vary, from casual perusal of titles and abstracts of online publications in PsycINFO, ABI/INFORM, and other relevant research databases, to skimming for topic-related terms and concepts in books and articles already in possession.
- Students should extend the range of professional literature read to include the practical and theoretical aspects of their discipline and related subjects.
- Conduct systematic, computer searches of bibliographic databases and critically study the results of that search. Delay extensive computer searches until one or more topics of high interest have been chosen (by evaluative, extensive, personal review of the literature) and only the research focus remains in question. Learn which “key words” show up in the searches that have been conducted in order to reframe or refine a search. Look for the names of specific,

psychological tests used in prior research on a given topic, not just conceptual terms related to the topic itself. Helpful tutorials for how to search can be found at:

<http://chi.librarypass.org/online-tutorials/>

The goal of the above activities is to select a general topic, and to sharpen it into a workable plan. The following resources are valuable to help narrow the focus (Reed & Baxter, 1983, pp. 22-26):

- Review recent textbooks on the topic and examine the major sources that they reference.
- Review the contemporary handbooks related to the topic. They offer summaries by experts, are more comprehensive than textbooks and articles, and contain extensive bibliographies.
- Read annual reviews that relate to the topic, such as recent editions of the *Annual Review of Psychology*. Annual reviews present evaluative summaries of the progress and status of selected major fields of psychology.
- Consult the cumulative indexes to comprehensive collections such as *Psychological Abstracts*, *Index Medicus*, and *Dissertation Abstracts International*. Actively and frequently utilize online databases, such as PsycINFO and ABI/INFORM.
- To further refine the focus of the topic, develop a list of topical terms that will aid the choice of new, potential, literature sources. This list of subject terms will improve the specificity of searches in bibliographic indexes or databases.
- Not all interesting topics are suitable for a dissertation. Students must be cautioned that, even with the best intentions, certain topics might be better addressed by others. Limited resources with respect to time and finances provide challenges to the student researcher.
- As discussed in Cone and Foster (2006), issues of personal relevance can provide a good source for research questions. However, students must use caution when considering a topic that might stir up personal, unpleasant emotions, which could ultimately hinder completion of the project. If there is any doubt as to the appropriateness of a topic, discuss it with members of the faculty.
- The student can lose a great deal of time, money and effort by producing a doctoral proposal only to find that participants cannot be located, or are unwilling to serve. Unfortunately, a number of students have had to go back to the beginning of their research investigation because participants were not available, and several have had to re-design their studies because willing participants could not be found.

With topic and focus settled, begin shaping the research problem and research questions into unambiguous statements. The answer to the problem statement is the study itself. It is expected to make a scholarly, creative and practical contribution to the knowledge of a student's discipline.

Committee Selection

Refer to [Dissertation Guidelines](#) to determine the process for selecting and/or being matched with a Dissertation Chair. Students will select a Reader(s), as part of their Dissertation Committee. Committee selection is an important milestone in a student's academic career. It is the point at which a student moves from the master's level in their graduate training to a more advanced stage of professional development. Students are no longer "writing papers"; they are conducting original research and, under the guidance of the Dissertation Chair, they begin defining and developing their own area of expertise and unique contribution to the field.

The role of the Dissertation Chair:

- **The Dissertation Chair as sounding board** - While the student is responsible for the dissertation project, the Dissertation Chair helps students identify their interests and refine their ideas into focused questions worthy of scholarly inquiry. The Dissertation Chair often answers questions with more questions, and holds as suspect what seems clear and obvious to a student.
- **The Dissertation Chair as senior colleague** - While the student must become an expert in their field of study, some things can only be learned through integration of divergent perspectives, and periodic review of what was previously understood. This means the Dissertation Chair may expect students to offer conclusive interpretations of their important findings, and then expand upon the weaknesses and limitations.
- **The Dissertation Chair as coach** – While the student is ultimately responsible for seeing the project through to completion, the Dissertation Chair helps the student to set and reach goals, and plan wisely for the unexpected. The Chair may be a source of encouragement and great optimism at times, and then persistently challenge the student at other times.
- **The Dissertation Chair as professional mentor** – The Dissertation Chair considers the value of the topic to the student's professional development. The Chair may question students as to the importance of their areas of study, what they intend to personally do with the knowledge and insight they gain, and how their dissertation project can enhance their viability in the professional marketplace.
- **The Dissertation Chair as quality control agent** – A dissertation is viewed as an original contribution to the field; it is the student's ticket to be admitted to the ranks of the profession. The student views the dissertation as a representation of their qualifications to practice in the field and be worthy of the title *Doctor*. The Dissertation Chair evaluates the student's work and deems the dissertation to be successfully defended based on the student's demonstrated ability to:
 - Write and think as a professional
 - Conduct the project in an ethical and professional way
 - Complete the planned stages of the project
 - Present a finished piece of work that reflects well on the student and the profession

The role of the Reader(s):

- **The Reader has a unique lens** - Generally, the Reader's role is to contribute a new lens to the dissertation process. This lens is applied from the initial sketch of the proposal through the final drafts of the dissertation. Readers may, for instance, help to refine the scope of the literature review or redesign the methodology. The Dissertation Chair is the main co-creator of

the project, but Readers have “veto power,” in that they are able to stop the project at any stage, or pause the project to help a student make significant revisions.

- **The Reader is an active reviewer** - The Reader puts a “stamp of approval” on both the Dissertation Proposal and final draft. Students should refer to the Departmental Supplement on the process and timelines of when they will be allowed to submit materials to their Reader.
- **Clarifying expectations**-Prior to beginning the dissertation, the student and potential Reader should talk explicitly about expectations before agreeing to work together. Students are expected to maintain a good working relationship with their Reader(s). This requires appreciating several things related to the function and commitment of the Reader. The Reader typically leaves most of the formative work on the dissertation to the student and Dissertation Chair and, after this is done, offers a “polishing touch” as an experienced professional. For example, students will want to clarify whether a Reader would like to see edits incorporated before they move on in the process, or whether the Reader trusts the student and Chair to honor their requests.

Based on these factors, there are several behaviors that would be considered unprofessional:

- Readers are listed as advisors on the dissertation, and as such must give approval to the nature of the study and the method. Students must obtain the Reader’s approval before applying for IRB permission to begin the project, or before making substantial changes to the project.
- Students must not send the Reader(s) a draft that has not yet been approved by the Dissertation Chair, or expect the Reader(s) to immediately review a draft without warning and request comments in a short time frame.
- Readers offer substantive feedback on the dissertation and enjoy working with students who appreciate their contribution. Students should not treat the Reader as someone who “rubber stamps” the dissertation without edits or additions, or as someone who causes “delays” by requesting significant additions or refinements.

Note:

- Most Readers become involved at the proposal stage, and again at the dissertation stage. Students should provide Readers with progress reports at least once a semester/term in the interim to keep them up to date on the dissertation project.
- Provide at least two weeks advance notice of a coming draft, so Readers can clear time to review the draft. Do not assume that Readers are available over semester breaks to review drafts. As a courtesy, email a potential Reader immediately after a meeting to sum up what was discussed, closing with a clear request that they serve as Reader, or an indication that the student is still meeting with other potential Readers.
- After reviewing a proposal or dissertation, Readers may decide the final draft is “approved,” “not approved,” or “approved with edits.” Students should clarify the suggested edits and keep their Dissertation Chair informed of their progress in making the edits. A spreadsheet which lists the requested changes, and by whom, followed by the exact change made with a page reference can be an efficient way of managing and demonstrating changes.

Refer to your Departmental Supplement to determine the number and specific expectations of Readers. Before completing the Dissertation Proposal, as designated by the department, students choose one or more Readers. PsyD students choose a second committee member (minimum) who serves as a Reader for their Dissertation. PhD and EdD students choose two committee members who serve as Readers.

Students must ensure that potential Readers are aware of the time commitment involved, especially if they have not previously served on a Dissertation Committee. Students should choose someone who brings specific skills to support the study (e.g., methodology expertise, special knowledge of the topic, and insightful support).

When a program requires a student to have two readers, students are encouraged to select one outside TCSPP faculty. This committee member should demonstrate expertise in the dissertation interest and field of study. Before the final selection of the Reader(s), students should consult with their Dissertation Chair to receive guidance. They will want a Reader(s) who can work well with the Dissertation Chair and agree on expectations for the dissertation. When meeting with a potential Reader(s), here are some points to discuss candidly:

- The expectations of the Reader(s) of a dissertation in general, and of the student in particular
- How involved the Reader(s) wishes to be
- How often the Reader(s) desires updates on the student's progress
- How long it takes on average for the Reader(s) to return drafts and feedback to the student
- What the Reader(s) finds most helpful in working with students, and most important in a successful dissertation

Literature Review for Topic Development

The purpose of beginning a literature review in the early stages of topic development is to give ideas depth and breadth. A comprehensive review of the literature will excite and encourage ideas, and help refine the topic to form a meaningful research question. This is the most important step in the dissertation process.

According to Pan (2004), “A literature review is a synthesis of the literature on a topic. To create the synthesis, one must first interpret and evaluate pieces of literature. Then, the ideas and information they contain must be integrated and restated in order to create a new, original written work” (p. 1). A review of the literature provides the student (and committee members) with an overall portrait of the research to date on a given topic. Through the use of books and current scholarly journal articles, the body of work done by researchers and practitioners is summarized and evaluated (Fink, 2005). Gaps or inconsistencies found through the review process provide excellent opportunities for students to find the focus for their own work.

So, where to begin? Through the use of databases such as PsycINFO and PubMed, identify key scholars in that area. Once the “key players” are known, it is easier to find books or book chapters that they have written, and journals that publish their work (Cone & Foster, 2006).

Although it may seem counter-intuitive, beginning slowly will help create a sound, rather than haphazard review. Examining the bibliographies and reference pages of key works will reveal rich resources. Through reading and taking notes, students will begin to absorb the methodologies, theoretical approaches, and implications of research conducted on their topics. At that point, the relevance and feasibility of a topic will begin to emerge and the writing process begins.

Dissertation Proposal Development

The dissertation proposal comprises the beginning sections or chapters (Chapters 1- 3) of a dissertation that outline the anticipated scope and method of the dissertation. In some ways it is the contract between the student and the Dissertation Chair, Reader(s), and Department. Until finalized and approved, the proposal is a document in progress. As such, students should anticipate requests for revisions of proposal drafts.

A dissertation proposal generally includes the following areas, although this outline may be modified for different types of Dissertation:

- **Chapter 1: Introduction to the Study (includes articulation of a question(s) of interest)** – This chapter describes the nature of a problem and question(s) of interest, often called a statement of the problem. Grounded within a theoretical framework, this question(s) introduces a concept or idea which, when addressed, will provide greater depth of understanding and new knowledge to the field, the discipline, the practice, and/or the profession. Based on the question(s), students will identify the focus of the study that will assist them in defining expected outcomes or hypotheses.
- **Chapter 2: Comprehensive Review of the Literature-** This chapter provides a comprehensive study of the literature pertaining to the topic and specifically the research question. Students are encouraged to use articles that have been published in the last 5 years (85% is a good rule of thumb, but is dependent on the topic).
- **Chapter 3: Research Design and Methodology-** This chapter contains a detailing of procedures that will be used to carry out the proposed study with a plan for how the results will be analyzed and how particular findings might require additional analysis.
- **Reference of Resources-** This includes all references used for the literature review and is consistent with APA format.
- **Appendix of Measures and Forms-** Information/measures that will be used in data collection

Proposal Defense

The proposal defense is a key step in finalizing and clarifying any theoretical, methodological, or pragmatic issues in the dissertation proposal. It signifies the readiness of the student to embark on the next phase of dissertation research. Formal approval of the proposal may be obtained through documentation (submission of Form C, see [Appendix C](#)), or through a meeting attended by the student and each member of the committee. Please see your Departmental Supplement regarding expectations for the format of the Proposal Defense.

IRB

Following the proposal defense and before data collection, the student must apply and have their proposal approved by the IRB before participant recruitment and data collection can begin. Refer back to pages [14 and 15](#) for greater detail.

Manuscript Preparation:

TCSPP makes a variety of resources available to students working on their dissertations, and students are encouraged to access these resources if they need assistance, which are as follows:

- **Courses** - Each department may offer classes such as Statistics I and II, Research Methods, Qualitative Methods, Professional Development Group;
- **Colloquia** - Faculty may offer colloquia to orient all students to the scholarly process;
- **Copyediting services** - After a successful oral defense, the student is assisted with the copyediting and publication process through the National Academic Affairs Office. Students are charged a Dissertation Processing Fee which covers the cost of copy editing. The TCSPP team of copy editors reviews dissertations for APA writing style and grammatical errors. The student is responsible for editing and proofreading the dissertation before and during the editing process. Any errors may result in additional costs and could delay the final approval of the dissertation by the school;
- **Methodological/Statistical consultation** - Students may receive up to 90 minutes of statistical consultation provided by TCSPP. Students have found it helpful to break up the consultation in 30-minute cycles (e.g., preparing the methodology, analyzing the results, presenting the findings. Students who seek statistical consultation can contact TeachingLearning@thechicagoschool.edu for more information.
There are two additional options offered by TCSPP for students requiring additional methodological/statistical consulting:
 - Methods consultant within department: In larger departments, consultation is carried out by a faculty member who is identified as a methods consultant/expert.
 - Methods-focused reader: When needed, consultation would be provided by one of the readers on the Dissertation Committee, with the reader focusing primarily on reviewing methods
- **Writing consultation** - Students who seek to improve personal writing skills can contact the Center at TeachingLearning@thechicagoschool.edu or 312-467-2173. Some funds have been set aside for writing consultation. For additional writing assistance, students may contract for additional time at their expense. Names are available through the Center for Academic Excellence. Other helpful grammar and writing aids are:

- [Stylewriter](#)
 - [Whitesmoke](#)
 - [Grammar Expert Plus](#)
- **Consultations with the Dissertation Designee (DD)** - Some departments have a Dissertation Designee who can clarify any questions regarding procedure and paperwork requirements. The DD can clarify procedural issues regarding timelines, processes, accessing resources, and grading criteria. For those departments that do not have a DD, consult with the program manager or, if provided, the Resource Café in eCollege for clarification as to where to clarify procedures and paperwork.
 - **APA Style Resources** - The dissertation is to be written in accordance with APA style guidelines. Because TCSPP dissertations are not formatted in the same way as manuscripts submitted for professional journals, TSCPP has established copyediting guidelines for margins, line spacing, subheading placement, and other elements
 - Some helpful APA resources include:
 - [APA Style Resources](#)
 - [OWL Purdue Online Writing Lab](#)
 - [University of North Carolina at Chapel Hill](#)
 - [All-But Dissertation Survival Guide](#)
 - [APA PERRLA](#)
 - [Bold-Ed Papermaker Program](#)
 - TCSPP Style and Format Manual:
 - http://ego.thechicagoschool.edu/s/843/images/editor_documents/Dissertation%20Processing/appendix_dnew-style_format_manual_10_01_12.doc
 - TCSPP Style and Format Sample Pages:
 - http://ego.thechicagoschool.edu/s/843/images/editor_documents/Dissertation%20Processing/style_and_format_model_page.docx
 - **Library Resources** - The Library offers a number of free online classes to assist students with conducting and writing scholarly work, as well as utilizing [Library electronic resources](#). Students can contact their local library for specific on-ground resources.

Given the above guidelines, once the dissertation process is complete (e.g., the Dissertation has been approved by the committee and defended) and the student has met criteria for this step in the matriculation process, publication of the Dissertation in a scholarly journal or other venue is an option. However, submission to ProQuest, described below, is required.

The TCSPP team of copy editors only reviews the document for APA style and grammar issues. A student's Dissertation will be officially submitted to ProQuest after the copy editor deems the work complete and ready for submission. Below is the step by step submission process for the dissertation copy editing requirement:

| Copy Editing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The department dissertation designee confirms the successful oral defense by sending the tracking form to the dissertation processing department. |
| The dissertation processing department sends the student to the TCSPP ProQuest website to create a profile and upload a PDF version of the dissertation. |
| Once the profile and upload are complete, the dissertation processing department assigns a copy editor to the student. The copy editor contacts the student to begin the editing phase. |
| The copy editor and student work on the dissertation until the copy editor deems the work to be complete. |
| At the copy editor's request, the student uploads the final PDF version of the dissertation to their ProQuest submission profile. The copy editor checks and approves the final version and confirms readiness for submission with the dissertation processing department. Student gathers signatures on the signature page and sends it to the dissertation processing department. |
| The dissertation processing department sends the completed dissertation tracking form to the student, departmental Dissertation Designee, registrar, and Student Services, signaling completion of dissertation processing. |

[Electronic Submission](#)

Students must submit their dissertations electronically to the [ProQuest TCSPP site](#) after their department confirms the student's successful defense. Before uploading, it is the student's responsibility to ensure the dissertation is ready for copy-editing and adheres to the [TCSPP Style and Format Manual](#).

Once the student has created a ProQuest profile, the administrator will require them to choose a publishing option. To learn more about these publishing options, students can go to http://www.etdadmin.com/UMI_PublishingOptionsGuide.pdf. Along with choosing a publishing preference, the dissertation must be converted into a single pdf before uploading. ProQuest has a pdf conversion tool link located in the upper right corner of the PDF tab. Any photo, spreadsheet or video files should **only** be added to the Supplementary tab.

Once the final dissertation is ready for upload, it is imperative that the student go back to their original profile to upload the final dissertation. **Duplicate profiles will be deleted.**

Processing is complete when the student has a TCS editor approved dissertation and committee signed signature page on file. Signature pages can be circulated electronically by email or fax, and only ink or e-signatures are permitted. Please note that the signed signature page will be kept on file in the Dissertation Processing office.

Students with any technical questions or concerns regarding the ProQuest site can go to <http://www.etdadmin.com/cgi-bin/main/support> or email etdsupport@proquest.com.

Publication Options

Discussion about publication of the dissertation need to be initiated early in the process — ideally from the time of commitment between student, Dissertation Chair and Reader(s). This discussion should touch on these and other topics:

- The originator of the idea
- Proprietorship of the data
- Consents for the utilization of personal material for publication purposes (in cases where client narrative data is utilized)
- The amount of work involved
- Costs associated with obtaining and securing psychological instruments/tools (tests, questionnaires, permissions, etc.)
- Responsibility for managing the data and its outcomes

Authorship usually refers to written work that is organized and submitted to a peer-reviewed journal following defense of the dissertation. In terms of publication, APA states that is inappropriate for anyone other than the student to be the first author on their dissertation, though it is likely appropriate to acknowledge the contribution of the Chair and/or Reader in a footnote to any manuscript submitted for publication. If a Dissertation Chair or Reader was actively involved in the study (beyond readership), they should be included as an author, or at least given an acknowledgement. Again, the terms of this should be discussed at the outset.

Throughout the dissertation process, the student assumes main responsibility for writing and preparing the manuscript — this is necessary for the student to qualify for matriculation. During this process, various parties involved (Dissertation Chair, Readers) contribute guidance, ideas and expertise, involving potential access to data, while the bulk of the work (both in terms of composition and compiling of information) will be carried out by the student and result in the completion of the dissertation and may result in subsequent publications.

Authorship Guidelines

The American Psychological Association's (APA) [Ethical Principles of Psychologists and Code of Conduct](#) indicate the following regarding publication credit:

- A. Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See Standard [8.12b, Publication Credit](#).)
- B. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department Dissertation Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
- C. Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the

research and publication process, as appropriate. (See Standard [8.12b, Publication Credit.](#)) (APA, 2003¹)

The American Counseling Association's (ACA) [Code of Ethics](#) indicates the following regarding publication:

- G.5.a. Recognizing Contributions: When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.
- G.5.b. Plagiarism: Counselors do not plagiarize, that is, they do not present another person's work as their own work.
- G.5.c. Review/Republication of Data or Ideas: Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.
- G.5.d. Contributors: Counselors give credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.
- G.5.e. Agreement of Contributors: Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgement that will be received.
- G.5.f. Student Research: For articles that are substantially based on students' course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.
- G.5.g. Duplicate Submission: Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgement and permission from the previous publication.
- G.5.h. Professional Review: Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review within their scope of competency and use care to avoid personal biases. (ACA, 2005²)

¹ [American Psychological Association \(2003\). Ethical Principles of Psychologists and Code of Conduct. Ethical Standards 8.12.](#)

² [American Counseling Association. \(2005\). ACA Code of Ethics, Ethical Standards G.5.](#)

Dissertation-Related Forms

The following forms are used for TCSPP dissertation-related procedures. While sample forms are found in ([Appendix C](#)), these forms are designed to be completed and circulated electronically. These do not include forms for IRB processing, nor Copy-Editing. Please consult the [IRB](#) website and [Copy-Editing](#) website, respectively.

Form A: Dissertation Committee Request Form. The purpose of this form is to formally document the Chair and Reader(s) comprising the dissertation committee.

Form B: Dissertation Project Goals Form. This form is to be completed by the student and dissertation committee Chair at the beginning of each term. The form reflects the plan for dissertation progress during that term, and goals must be the result of mutual agreement between the student and Chair.

Form C: Proposal Review Form. This form provides formal documentation of the dissertation committee's decision with respect to approval of the proposal. If revisions are required, the student must submit Form C again after revisions have been made. A proposal cannot be considered successfully defended until all members of the dissertation committee are in agreement that the proposal has passed.

Form D: Dissertation Review Form. This form provides formal documentation of the dissertation committee's decision with respect to approval of the final dissertation. If revisions are required, the student must submit Form D again after revisions have been made. A dissertation cannot be considered successfully defended until all members of the dissertation committee are in agreement that the dissertation has passed. The dissertation is scored along four dimensions on a scale of 1-5. A minimum score of 3.0 is needed in each in order for the dissertation to pass.

Form E: Oral Defense. This form provides formal documentation of the dissertation committee's decision with respect to approval of the oral defense. If the oral defense is not passed, the student must submit Form E again. An oral defense cannot be considered successful until all members of the dissertation committee are in agreement that the oral defense has passed. The oral defense is scored along four dimensions on a scale of 1-5. A minimum score of 3.0 is needed in each category in order for the oral defense to pass.

APPENDIX A – RESOURCES FOR RESEARCH DESIGN AND METHODOLOGIES

Quantitative Resources

- Barlow, D. H., Nock, M. K., & Hersen, M. (2008). *Single case experimental designs: Strategies for studying behavior change* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Brace, N., Kempe, R., & Snelgar, R. (2013). *SPSS for Psychologists* (5th edition). New York: Routledge.
- Clark-Carter, D. (1997). *Doing quantitative psychology research: From design to report*. Hove, England: Taylor & Francis (Psychology Press).
- Gelso, C. J. (1979a). Research in counseling: Methodological and professional issues. *The Counseling Psychologist*, 8(3), 7-35.
- Gravetter, F. J. & Wallnau, L. B. (2012). *Statistics for the behavioral sciences* (9th edition). Belmont, CA: Wadsworth/Thomson Learning.
- Johnston, J. M., & Pennypacker, H. S. (2009). *Strategies and tactics in behavioral research* (3rd ed.). New York, NY: Routledge.
- Kazdin, A. E. (2002). *Methodological issues and strategies in clinical research* (3rd edition). Washington, DC: American Psychological Association.
- Kazdin, A. E. (2003). *Research design in clinical psychology* (4th edition). Boston, MA: Allyn & Bacon.
- Kazdin, A. E. (2010). *Single-case research designs: Methods for clinical and applied settings* (2nd ed.). New York, NY: Oxford University Press.
- Meyers, L. S., Gamst, G., & Guarino, A. J. (2012). *Applied multivariate research: design and interpretation* (2nd edition). Thousand Oaks, CA: Sage Publications.
- Miller, A. B. (2008). *Finish your Dissertation once and for all! How to overcome psychological barriers, get results, and move on with your life*. Washington, DC: American Psychological Association. Dissertation Manual Page 18 of 68
- Ponterotto, J. G. (1988). Racial/ethnic minority research in the Journal of Counseling Psychology: A content analysis and methodological critique. *Journal of Counseling Psychology*, 35, 410-418.
- Sidman, M. (1960). *Tactics of scientific research: Evaluating experimental data in psychology*. New York, NY: Basic Books.
- Tabachnick, B. G. & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.
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Qualitative Resources

- Andrews, M., Squire, C., & Tamboukou, M. (2008). *Doing narrative research*. Thousand Oaks, CA: Sage.
- Camic, P., Rhodes, J.E., & Yardley, L. (Eds.). (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*.

- London: Sage Publications. (Social constructivist paradigm)
- Clandinnin, J. (2007). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.
- Clandinnin, J., & Connelly, M. (2004). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Clark, A. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage. (Postmodern paradigm)
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research* (3rd edition). Thousand Oaks, CA: Sage. (Grounded theory from a postpositivist perspective)
- Creswell, J.W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). London: Sage Publications.
- Fischer, C. (2006). *Qualitative research methods for psychologists*. Burlington, MA: Academic Press.
- Forrester, M.A. (2010). *Doing qualitative research in psychology: A practical guide*. London: Sage Publications.
- Maxwell, J. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage. (General qualitative or interpretive study)
- Merriam, S. (2009). *Qualitative Research: A guide to design and implementation* (2nd edition). San Francisco: Jossey-Bass. (General qualitative or interpretive study)
- Miles, M., & Huberman, A., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook* (3rd edition). Thousand Oaks, CA: Sage.
- Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. London: Sage Publications. (Transcendental phenomenological paradigm)
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- Saldana, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). London: Sage Publications.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd edition). New York: Teachers College Press.
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- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
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[Interpretative Phenomenological Analysis](#)

Participatory Feminism - <http://www.einaudi.cornell.edu/parfem/parfem.htm>

Participatory Action Research

- <http://www.aral.com.au/>
- http://carbon.ucdenver.edu/~mryder/itc/act_res.html
- Michelle Fine's work in the [Participatory Action Research](#) Collective

General Qualitative Research Resources-

[International Journal of Qualitative Methods](#)

[Internet Encyclopedia of Philosophy: A Peer-Reviewed Academic Resource](#)

[University of Georgia.](#)

[The Qualitative Report.](#)

[Division 27: Society for Community Research and Action](#)

Mixed Method Resources

- Bergman, M.M. (Ed.). (2008). *Advances in mixed methods research: Theories and applications*. London: Sage Publications, Inc.
- Creswell, J.W. & Plano Clark, V.L. (2011) *Designing and conducting mixed methods research* (2nd ed). London: Sage Publications.
- Greene, J.C. & Caracelli, V.J. (Eds.). (1997). *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms*. San Francisco, CA: Jossey-Bass.
- Plano Clark, V.L. & Creswell, J.W. (Eds.). (2008). *The mixed methods reader*. London: Sage Publications, Inc.
- Willis, J.W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. London: Sage Publications, Inc.

Appendix B: Rubric for Evaluation of Dissertation

The following rubric is to be used for evaluation of the quality of TCSPP dissertations both at the proposal (Chapters 1-3) and defense (Chapters 1-5). Each chapter of doctoral dissertations, to be accepted at TCSPP, must achieve or be rated at **Performance Level 3 or 4**. Failure to meet these standards requires rewrites until the standards are met. For consistency, all academic programs are expected to use this rubric since the results will be part of the school-wide Academic Review Process. Departments may add other rubrics to measure discipline-specific or methodology-based approaches.

| Dissertation Element | Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Achieved Performance Level |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Chapter 1/ Articulation and originality of a question of interest/ Problem statement | <ul style="list-style-type: none"> The problem statement lacks articulation and does not describe the issue under study. The problem statement mimics previous work and lacks uniqueness. | <ul style="list-style-type: none"> The problem statement is presented and begins to describe the topic of study. Shows limited distinctiveness in the area of study. The importance of the research is minimally presented. | <ul style="list-style-type: none"> The problem statement is presented and articulated in a clear and unique way. The importance of the research is presented and relationships between concepts and/or variables under study are examined. A new perspective on previous research is presented. | <ul style="list-style-type: none"> The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated. Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented. | |
| Chapter 2/ Comprehensive literature review | <ul style="list-style-type: none"> Does not discuss status or gaps in current research literature. Literature review does not establish a theoretical framework. | <ul style="list-style-type: none"> Limited discussion of status and gaps in current research literature on the topic. Limited establishment of theoretical framework for current research. Topic, question, or hypothesis is simply stated. | <ul style="list-style-type: none"> Literature review presents status of current research literature on the topic under study. Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession. Begins to establish a theoretical framework for the current research questions and gaps in literature. | <ul style="list-style-type: none"> Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic under study. Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession. Identifies gaps where further research is needed. Establishes a theoretical framework for investigating those gaps and questions. | |
| Chapter 3/ Methodology | <ul style="list-style-type: none"> Does not discuss a methodology for collection of data or developing a product. | <ul style="list-style-type: none"> Limited discussion of suitability of methodology for collection of data. | <ul style="list-style-type: none"> Presents a methodology suitable and systematic for the topic. | <ul style="list-style-type: none"> An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. Presents and assesses the suitability of the methodology to the topic. | |

| | | | | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Chapter 4/ Communication of results</p> | <ul style="list-style-type: none"> • Does not present results of the data collection. | <ul style="list-style-type: none"> • Results are simply stated in an objective manner. | <ul style="list-style-type: none"> • Results are presented in an objective manner. • Results of the data collection are described limitedly to reveal meaningful relationships that exist in the data. | <ul style="list-style-type: none"> • Results of the data collection are presented in an objective manner. • Results of the data collection use techniques that describe the data and reveal meaningful relationships that exist in the data. • The results are interpreted, which allows for a speculation on new/hidden relationships. | |
| <p>Chapter 5/ Discussion of results/ Implications for future research</p> | <ul style="list-style-type: none"> • An analysis of the results is not present. • Conclusions do not clearly follow from the results. • Does not discuss either the clinical, professional, or academic implications. Shows no awareness of place of current study in the body of knowledge on the topic. • Does not discuss either the limitations of research methodology, findings, or implications of these limitations with regard to the study's efficacy and value. | <ul style="list-style-type: none"> • Conclusions follow from the results and are explained in terms of the analysis of the data. • Addresses only one of the following areas: Clinical, professional, or academic implications. • Shows limited awareness of the study's applicability to the topic. • Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. • Cannot or does not recognize how the current study may be improved. | <ul style="list-style-type: none"> • Results are analyzed in an objective manner, employing several different perspectives on the same data. • Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. • Addresses at least two of the following areas: Clinical, professional, or academic implications. • Can describe the significance of the study within the contextual history of research on the topic. • Discusses possible limitations in research methodology. Connects these limitations to results and possible implications of results. • Makes only a limited attempt to describe changes which would strengthen the study. | <ul style="list-style-type: none"> • Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. • Conclusions clearly follow from results, are accurately described in detail in terms of data analysis, and show methodological and conceptual rigor. • Fully accounts for the study's clinical, professional, and academic implications. Understand the place of the study in history and meanings associated with research on topic. Is capable of using the current study as a platform for discussion of the topic globally and historically. • Fully describes possible limitations to research methodology, alternatives for operational definitions of constructs, and possible researcher influences. Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations. | |

APPENDIX C – SAMPLE DISSERTATION RELATED FORMS

Form A – Dissertation Committee Request Form

Please use this form to request establishment of your Dissertation Committee.

STUDENT: PLEASE FORWARD TO YOUR DEPARTMENT DISSERTATION DESIGNEE

| Student Information | | |
|----------------------------|----------------------------------|------------------------------|
| Name: <input type="text"/> | Student ID: <input type="text"/> | Campus: <input type="text"/> |

| Dissertation Committee Information | | | |
|----------------------------------------------|-------------------------------------------------------------|------------------------------|----------------------------------|
| Chair: <input type="text"/> | Core, Affiliate, or Adjunct: <input type="text"/> | Campus: <input type="text"/> | Department: <input type="text"/> |
| Reader: <input type="text"/> | Core, Affiliate, or Adjunct: <input type="text"/> | Campus: <input type="text"/> | Department: <input type="text"/> |
| Reader (if applicable): <input type="text"/> | Core, Affiliate, Adjunct, or External: <input type="text"/> | Campus: <input type="text"/> | Department: <input type="text"/> |

Student Signature

I understand that typing my name will serve as an electronic signature.

I submit the above named faculty members for dissertation committee membership.

Signature:

Date:

Dissertation Chair Signature

You understand that typing your name will serve as an electronic signature

I agree to serve on the above named student's dissertation committee as Chair.

Signature:

Date:

Reader Signature

You understand that typing your name will serve as an electronic signature

I agree to serve on the above named student's dissertation committee as Reader.

Signature:

Date:

Reader Signature (if applicable)

You understand that typing your name will serve as an electronic signature

I agree to serve on the above named student's dissertation committee as Reader.

Signature:

Date:

Form B – Dissertation Project Goals Form

This form must be submitted to your Dissertation Committee Chair by the end of the registration drop/add period for the semester listed below.

STUDENT: PLEASE FORWARD TO YOUR DEPARTMENT DISSERTATION DESIGNEE

| Student Information | | |
|------------------------------------------|----------------------------------------|--------------------------------------------------------------|
| Name: <input type="text"/> | Student ID: <input type="text"/> | Campus: <input type="text"/> |
| Dissertation Chair: <input type="text"/> | Academic Advisor: <input type="text"/> | Estimated Dissertation Completion Date: <input type="text"/> |

| Dissertation Goals |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>During the Please Choose One Semester of 2012, I will complete the following mutually agreed upon objectives:</p> <ol style="list-style-type: none"> 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/> 4. <input type="text"/> 5. <input type="text"/> |

| Dissertation Time Line | | | |
|---------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Proposal Phase | Draft to Chair: Expected <input type="text"/> Completed <input type="text"/> | Approved by Chair Expected <input type="text"/> Completed <input type="text"/> | Approved by Committee Expected <input type="text"/> Completed <input type="text"/> |
| IRB/Data Phase | IRB Approval (If necessary) Expected <input type="text"/> Completed <input type="text"/> | Data Collection (If necessary) Expected <input type="text"/> Completed <input type="text"/> | Data Analyzed Expected <input type="text"/> Completed <input type="text"/> |
| Dissertation Phase | Draft approval by Committee Expected <input type="text"/> Completed <input type="text"/> | Oral Defense Expected <input type="text"/> Completed <input type="text"/> | Copy Editing Expected <input type="text"/> Completed <input type="text"/> |

Student Signature

I understand that typing my name will serve as an electronic signature
 I approve of the above dissertation goals and time line.

Signature:

Date:

Dissertation Chair Signature

You understand that typing your name will serve as an electronic signature
 I approve of the student's dissertation goals and timeline.

Signature:

Date:

Form C – Proposal Review Form

This form documents the status of the student's proposal.

STUDENT: PLEASE FORWARD TO YOUR DEPARTMENT DISSERTATION DESIGNEE

| Student Information | | |
|-------------------------|---------------------------------------------|-----------------------|
| Name: [] | Student ID: [] | Campus: [] |
| Dissertation Chair: [] | Reader(s): [] | Academic Advisor: [] |
| Proposal Title: [] | Estimated Dissertation Completion Date: [] | |

We, the Dissertation Committee, have read the Proposal noted above and deem:

- the student's Proposal has been reviewed for plagiarism**
- the Proposal Please Choose One**
- (if provisional approval) **the Proposal** requires the revisions detailed below which must be submitted by [] to be given final approval.

Requested revisions:

*Following completion of requested revisions, student will re-submit Form C.

Dissertation Chair Signature

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Reader Signature

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Reader Signature (if applicable)

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Form D – Dissertation Review Form

This form documents the status of the above student's dissertation.

STUDENT: PLEASE FORWARD TO YOUR DEPARTMENT DISSERTATION DESIGNEE

| Student Information | | |
|-------------------------|-----------------|-----------------------|
| Name: [] | Student ID: [] | Campus: [] |
| Dissertation Chair: [] | Reader(s): [] | Academic Advisor: [] |
| Dissertation Title: [] | | |

We, the Dissertation Committee, have read the Dissertation noted above and deem:

- the written Dissertation Please Choose One**
- the written Dissertation** requires the revisions detailed below which must be submitted to the Dissertation Committee by [] to be given final approval for defense. The student may not proceed until the following conditions are met:

*Following completion of requested revisions, student will re-submit Form D.

Dissertation Chair Signature

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Reader Signature

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Reader Signature (if applicable)

You understand that typing your name will serve as an electronic signature

Signature: []

Date: []

Committee Rating and Decision

Scoring ranges from 1-5 on any item, and can include positioning between a whole number, such as 1.5, or 3.8. A **minimum score of 3.0** is needed in each category in order for the dissertation to pass. Refer to Appendix B, [Rubric for Evaluation of Dissertation \(Proposal\) and Manuscripts](#) for further ratings on each individual chapter of the dissertation.

Quality of written materials

Originality:

4 - Pass with Distinction: The dissertation makes a unique and significant contribution to the area of research and/or methodology addressed

3 - Pass: The dissertation adds a new perspective on previous research regarding the topic

2 - Fail with minor revisions: The dissertation adds little to previous research

1 - Fail: The dissertation merely repeats or mimics projects already accomplished, showing little or no autonomous work

Rigorous Scholarship:

4 - Pass with Distinction: The articulation of the problem, argumentation, methodology, interpretation of data, analysis of findings, clarification of concepts, and interdependency of each section are considered by the committee to be of the highest quality

3 - Pass: The foci mentioned above are sound and complete

2 - Fail with minor revisions: Below standard ability to articulate foci mentioned above

1 - Fail: Lack of completeness of the foci above, with multiple examples of inaccuracies

Implications for future research:

4 - Pass with Distinction: Able to show the limitations of the present research, articulate a clear direction in which similar future studies could expand upon the findings, and offers unique and original implications for some area in the field of psychology

3 - Pass: Has an acceptable section for limitations and possibilities of research, as well as suggested implications for the field of psychology

2 - Fail with minor revisions: Minimal discernment of limitations, possibilities, and/or implications of research for the field of psychology

1 - Fail: Lack of discernment regarding limitations, possibilities, and/or implications of research for the field of psychology

Technical precision:

4 - Pass with Distinction: Technical aspects are flawless (e.g. grammar, spelling, appropriate formatting)

3 - Pass: Acceptable mistakes in technical aspects, which can be corrected in an expedient and timely manner

2 - Fail with minor revisions: Several errors in technical aspects, which can be corrected in a timely manner

1 - Fail: Multiple errors, obvious lack of proofreading

Average of Above Categories (Total/4):

Form E – Oral Defense

STUDENT: PLEASE FORWARD TO YOUR DEPARTMENT DISSERTATION DESIGNEE

| Student Information | | |
|------------------------------------------|----------------------------------|----------------------------------------|
| Name: <input type="text"/> | Student ID: <input type="text"/> | Campus: <input type="text"/> |
| Dissertation Chair: <input type="text"/> | Reader(s): <input type="text"/> | Academic Advisor: <input type="text"/> |
| Dissertation Title: <input type="text"/> | | |

Overall Evaluation

1

2

3

4

Total: (Average of written materials [see Form D] and oral defense)

The Committee has determined that this student has: Please Choose One

Specify concerns:

*If the oral defense is failed, student must re-submit form E by (date of re-scheduled oral defense).

Dissertation Chair Signature

You understand that typing your name will serve as an electronic signature

Signature:

Date:

Reader Signature

You understand that typing your name will serve as an electronic signature

Signature:

Date:

Reader Signature (if applicable)

You understand that typing your name will serve as an electronic signature

Signature:

Date:

Committee Rating and Decision

Scoring ranges from 1-5 on any item, and can include positioning between a whole number, such as 1.5, or 3.8. A **minimum score of 3.0** is needed in each category in order for the dissertation to pass.

Quality of overall defense

Conversation moved to a collegial level:

- 4 – Pass with Distinction: Discussion proceeds with exceptional, creative interchange among student, chair, and reader(s) in which participants in exchange knowledge and converse as colleagues
- 3 – Pass: Acceptable level of mutual, collegial dialogue between participants
- 2 – Fail with minor revisions: Minimal collegial dialogue between participants
- 1 – Fail: Conversation remained in a presentation/reception format, involving little or no dialogue among participants

Student engaged critically and directly with questions posed:

- 4 – Pass with Distinction: Student showed exceptional and direct engagement with questions asked, answering them thoroughly and non-defensively
- 3 – Pass: Acceptable answering of questions, with the process showing acceptable level of engagement and minimal defensiveness
- 2 – Fail with minor revisions: Minimal engagement with questions posed
- 1 – Fail: Avoided or unable to respond to questions posed

Discussion moved beyond a discussion of the dissertation content:

- 4 – Pass with Distinction: Discussion addressed related topics, questions, and ponderings/speculations that were inspired by, but moved beyond, the dissertation content
- 3 – Pass: Discussions progressed to issues beyond the content of the dissertation, but continually returned to reporting of the content
- 2 – Fail with minor revisions: Discussion minimally reached beyond the content of the dissertation, mostly stayed on topic of the dissertation
- 1 – Fail: Discussion did not proceed beyond the mere restatement of the dissertation content

Student placed the discussion in the larger field of psychology:

- 4 – Pass with Distinction: Able to show a thorough understanding of his or her research in terms of the history and future endeavors of the field, such that the field may be understood in new and creative ways
- 3 – Pass: Understands how their research belongs within the field of psychology, but in more limited and generic ways
- 2 – Fail with minor revisions: Minimal discussion reaching into the broader field of psychology
- 1 – Fail: No understanding of the placement within or relevance of the research within the field of psychology

Average of the Above Categories (Total/4):