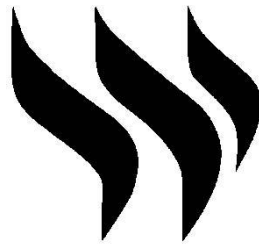


GRADUATE COUNSELING
PROGRAMS
PhD in Marriage and Family Therapy
STUDENT HANDBOOK



T E X A S

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Texas Wesleyan University
Graduate Counseling Programs
PhD in MFT
STUDENT HANDBOOK
Effective August 31, 2017

Welcome to the Texas Wesleyan University PhD in Marriage and Family Therapy program. This handbook will assist you with everything you need to know to succeed in the program. This handbook is a supplement to Texas Wesleyan University's Graduate Catalog. *Graduate students are responsible for knowing the information included in the Texas Wesleyan Graduate Catalog and the Graduate Counseling Programs PhD in MFT Student Handbook. The Graduate School Catalog is found at the following link:*

<https://txwes.edu/media/twu/content-assets/documents/registrar/catalogs/2014-2016-Graduate-Catalog.pdf>

Throughout this handbook, page numbers are in reference to the official Graduate School Catalog.

INTRODUCTION

The mission of the Texas Wesleyan University Marriage & Family Therapy Doctoral Studies Program is to prepare students who will function at the highest level of competence and, as a result of their training, make a contribution to the field of marriage and family therapy in regard to intervention-based research based on family systems theory, as exhibited in their dissertation.

The program is delivered and maintained from a multiculturally-informed perspective including course design, implementation, and student and faculty experience.

ACCREDITATION

Texas Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 (web site: www.sacscoc.org) only for questions, comments, or issues related to the accreditation of Texas Wesleyan University.

ADMISSION REQUIREMENTS

- Must hold a master's degree from regionally accredited institutions in marriage and family therapy, professional counseling, social work, psychology or other related mental health related field.
- Must have completed two of four courses required for licensure as a Licensed Marriage and Family Therapist in the State of Texas before admission to the program. The remaining two courses must be completed prior to the beginning of the third year.
- Must have successfully obtained either a full or associate/intern license in a mental health related field such as LMFT-Associate, LPC-intern, MSW or other mental health field.
- Must have a GPA of 3.2 or greater on a 4.0 scale on the master's degree.

- Must have three letters of reference from a licensed therapist or counselor (LMFT, LPC, MSW) who has known the applicant for at least three years and can attest to characteristics that would make them a good applicant for the program.

COMPOSITION OF FACULTY

Texas Wesleyan's Graduate Counseling Program (GCP) strives to attract and maintain full and part time faculty who demonstrate high levels of Clinical, Supervisory, and Academic skills. The Program conducts national searches for new faculty and encourages minority candidates to apply for vacant positions. The Program follows the University's hiring policies and conducts interviews of candidates to hire and maintain the best fit for the needs of a diverse student population.

ANTI-DISCRIMINATION POLICY

The MFT PhD program at Texas Wesleyan University does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

DISABILITY AND ACCOMMODATION POLICY

In accordance with Wesleyan policies and state and federal regulations, the GCP is committed to full academic access for all qualified students including those with disabilities. To this end, the GCP makes reasonable and appropriate adjustments to the classroom environment and to teaching, testing, or learning methods to provide equality of educational access for persons with disabilities while upholding the integrity and rigor of its academic standards. The GCP emphasizes that attainment of essential competencies and maintenance of academic and professional standards and licensure requirements.

RECRUITMENT AND RETENTION

The program does an online marketing campaign that is distributed to all members of TAMFT, inviting applicants to the doctoral program and provides a lunch recruitment meeting at the TAMFT Conference each year. In this way, we are able to reach out to the diverse members of TAMFT through these efforts letting them know about our doctoral program. Additionally, the university makes trips to selected MFT Masters programs in the state to recruit students and we are able to reach diverse students in this way as well. The program seeks to provide an inclusive environment for doctoral students and our welcoming and inclusive environment is our primary strategy for retention. The program seeks to hire diverse program staff through making our job announcements available and published. The program seeks to create an inclusive and welcoming environment for all faculty, staff, supervisors, and students.

STUDENT ROLE IN GOVERNANCE

The faculty recognizes the value of students having a role in the governance of the GCP. Students are chosen by their peers who are members of the Honor Society to represent the graduate student body at faculty meetings, which

are held bi-weekly to monthly in the GCP faculty office conference room. Students serve for a period of one or two semesters. Additionally, the MFT Advisory Board, which consults with the Masters of Marriage and Family Therapy, contains a student member, chosen by the faculty as representative of student interests. The student on the Advisory Board serves for a period of one academic year. POAC, (Professional Organization for Advancing Counselors) which is the student counseling fraternity, provides communication and requests to the faculty by the President of POAC and is responded to by the Program Director after consulting with the Faculty.

ADVISOR ASSIGNMENTS

Each student in the PhD in MFT program is assigned an advisor upon admission to the program, before enrollment in his or her first courses. Students are expected to consult with advisors at registration each term and as needed through the program. It is to the student's advantage to establish an ongoing working relationship with his or her advisor. If the need arises, a student may request a change of advisor. Students are solely responsible for the accuracy and completion of their degree plans, and the completion of all course requirements.

STUDENT GRIEVANCES

The program follows the grievance policy outlined in the graduate catalog. Informally, students are encouraged to address any concerns regarding their experience in the program with faculty, their advisor, or the program director.

DEGREE COMPLETION REQUIREMENTS

For degree completion, students must successfully complete: 30 credit hours of core courses, 12 credit hours of research courses, 16 hours of practica, 1 hour of comprehensive exam studies (and successfully pass the comprehensive exam), 9 hours of dissertation studies, Advanced Teaching Experience, and Advanced Research Experience.

LEAVE OF ABSENCE POLICY

Should a student need to take a leave of absence due to illness, family emergency or another personal situation, the student will notify the Director of the PhD program and the Director will call a meeting of the PhD faculty. The faculty will decide upon a re-entry process for the student which may include re-joining the student's current cohort while taking missed classes with the younger cohort. Should the student need to leave the program during the semester, the student will be given an Incomplete. The length of the Incomplete will be determined in the meeting with Director and faculty. Students who withdraw from the program have up to three semesters of absence before they must apply for readmission, including the summer term.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

The PhD in MFT is dedicated to providing the best possible instruction and training for its students so that they are prepared to provide quality services to clients while in the program and after graduation. To achieve that goal, the PhD in MFT adheres strictly to Program Goals and Student Learning Outcomes as a means of guaranteeing that its students receive the quality education that they apply for. Courses, faculty member performance and program development and review is evaluated by reviewing the outcome measures that are entered into Taskstream, the online university evaluative tool.

Program Goals:

1. At the completion of the program, students will have knowledge of the role of the therapist, interventions, language, how change occurs, and leading publications of each of the major models of Family Therapy.
2. At the completion of the program, students will have knowledge of the impact of cultural and racial diversity on a broad range of clinical issues and the overall practice of marriage and family therapy.
3. At the completion of the program, students will be able to conduct rigorous research focusing on innovative interventions, evidence based practice, and systemic approaches.
4. Students will gain understanding of professional identity, ethical issues related to the profession of marriage and family therapy, and the AAMFT Code of Ethics.
5. Students will have the ability to work systemically with clients who are diverse in terms of presenting problem, age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation, and socioeconomic status.

Student Learning Outcomes:

1. Students will obtain sufficient knowledge that will show their ability to: conceptualize & distinguish the critical epistemological issues in MFT; demonstrate their understanding of the major models of marriage, couple, & family therapy; and, demonstrate their understanding of the historical development, theoretical and empirical foundations, & contemporary conceptual directions of the field of MFT. Students will demonstrate their ability to apply this knowledge to both teaching and practice.
2. Students will demonstrate understanding of professional identity, ethical issues related to the profession of marriage and family therapy and the AAMFT Code of Ethics.
3. Students will demonstrate knowledge of research methodology in MFT including data analysis, evaluation of research, quantitative and qualitative research and its methods.
4. Students will demonstrate competency in providing marriage and family therapy face to face with a variety of clients, including couples and families, while in clinical practicum, dealing with relational issues.
5. Students will demonstrate ability to work with ethnically diverse populations and teach from a multiculturally informed perspective.

STUDENT/GRADUATE ACHIEVEMENTS

The first cohort of the PhD in MFT program at Texas Wesleyan University began in Fall 2014. As of the 2017-2018 academic year, this cohort is in the dissertation phase, and as such the program does not yet have graduates. 80% of students who have completed the clinical component of the program have passed the AMFTRB licensing exam and are fully licensed Marriage and Family Therapists or Marriage and Family Therapist – Associates in the state of Texas. Students of the program are actively involved in professional organizations and have conducted presentations at the national, state, and local level.

TUITION

Tuition and other fees for the GCP are listed on p. 33 in the Graduate School Catalog. All tuition, fees, and room and board charges quoted in this catalog are subject to change without notice.

TIME LIMITATIONS

The program is designed for candidates to successfully complete the 68 credit hour program on a part-time basis in a cohort model in four years. Graduate courses expire within ten years from the date of course completion shown on the transcript; thus, at the time the student graduates with the PhD degree, no course may be more than ten years old. Courses taken more than ten years prior to graduation must be retaken to meet graduation requirements. In the event that the required course is no longer offered, a substitute course of similar content must be taken in its place. Approval to take this course must be obtained from the Director of the Doctoral Program in Marriage and Family Therapy

TECHNOLOGY REQUIREMENTS, TRAINING, & SUPPORT

Many of the courses in the program are offered in hybrid format. Hybrid courses involve a combination of face to face meetings in the classroom setting and online learning activities. A computer and internet access are required to complete the online portion of hybrid courses. There are computer labs on campus, as well as computers in West Library, available for student use. While all online learning requirements can be completed on campus, most students prefer to use their personal computers so that they may work remotely. The program utilizes Blackboard for the online component of hybrid courses, and offers technology support and training through the Service Desk. The Service Desk is the point of contact for all technology requests, which are submitted using the university's website at the following link: <https://txwes.edu/it/>. To open a ticket, check the status of an existing request, or provide feedback on service that has been completed, contact the Service Desk directly at 817-531-4428 option 1, contact Blackboard support at 817-531-4428 option 2, or servicedesk@txwes.edu.

AAMFT MEMBERSHIP

The program and faculty pursue MFT professional identity in all program related endeavors. Part of MFT professional identity is involvement in and contribution to the community through professional organizations. As such, students, and then graduates, of the program are strongly encouraged to maintain AAMFT membership. The philosophy of the program is that professional organization membership is an essential part of professional identity throughout the academic and professional career.

LICENSING & PORTABILITY OF DEGREE

The program requires that students have all coursework for licensure as a LMFT in the state of Texas. The program and faculty strongly encourage students to pursue MFT licensure in the state of Texas. Students should be aware that licensure requirements differ between jurisdictions. For this reason, it is our policy to show potential students and students how to use the directory of licensure boards found on the www.amftrb.org website as a resource for contacting licensure boards in other jurisdictions to inquire if the coursework, along with their master's coursework, will meet the educational requirements for licensure in that jurisdiction.

GRADING

To be eligible for degree completion and graduation, the student must have earned a minimum 3.2 (on a 4.0 scale) overall grade point average and have no more than 2 “C” grades.

INCOMPLETES

The grade I (incomplete) is given only when a student’s work is satisfactory but, for reasons beyond the control of the student, has not been completed. It is not given in lieu of an F (failing). It is the student’s responsibility to confer with the instructor of the course and to complete the prescribed requirements of the course by the designated date shown in the University Academic Calendar. For each I assigned, the instructor will file an Incomplete Grade Form with the Office of Student Records. On or before the designated date, the instructor will assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date identified on the incomplete grade form, the I automatically converts to an F per the policy in Texas Wesleyan University’s graduate catalogue. Once an F is given, students may be subject to disciplinary action and/or removal from the GCP.

No grade changes may be made after one (1) year from the time the grade was originally issued. This limit also applies to grades issued following completion of an incomplete (I) grade.

GRADE APPEALS

Timelines: Students wishing to appeal a grade must do so in a timely fashion. For grades assigned during a semester, prior to the awarding of the final grade, the appeal must be initiated before the completion of the semester.

For course grades, the appeal must be initiated before the end of the following semester. For appeals of grades assigned in the fall semester, a student has until the end of the following spring semester.

For grades assigned in the spring semester, the student has until the end of the following fall semester. For grades assigned during the summer semester, the student has until the end of the following fall semester.

Process: If a student decides to appeal a grade, the student is to make an appointment with the instructor to discuss the grade assignment.

If the results of the meeting with the instructor are unsatisfactory, the student is to make written request of grade appeal to the department chair. If the department chair is absent, the appointment is to be made with the Dean. If the appeal concerns the department chair, the appointment is to be made directly with the Dean.

The student must bring to this meeting a written complaint stating (a) what grade is being appealed, and (b) on what basis it is being appealed. The student should also bring pertinent materials such as the assignment for which the student was given the grade being appealed, the syllabus for the course, previous grades assigned in the course, etc.

The department chair will review these materials with the student in order to ascertain the issues involved in the appeal. The department chair may request additional information from the student and/or the instructor, and will attempt to resolve the appeal between the student and the instructor.

If the appeal cannot be resolved with the department chair the student has the right to appeal to the Dean. The Dean will make a written decision to approve or deny the appeal.

DATA COLLECTION ON GRADUATES

Once graduated, the program will perform an annual survey in August prior to the Academic Year which will provide faculty with information that may affect their strategic planning and construction of SLO's, PO's and FO's and measures for the new academic year. The policy is in the Student Handbook found on the Texas Wesleyan Counseling Web Page on page5 in the Student Handbook.

Below is a letter that will be sent each semester to all PhD MFT students prior to graduation which articulates our policy on collecting data on graduates.

Dear Students,

It is important for the PhD MFT program to know about your experiences after graduation. This information allows us to better assess how well the program equips students to work in the field. There were will be an alumni survey administered each year that will include the following information:

- 1. Your place of employment*
- 2. Your licensure status*
- 3. If you have or have not passed the AMFTRB National Exam*
- 4. Your perception of the MFT Program and how well it prepares graduates for careers as MFTs.*
- 5. We will also ask your permission to speak with your employer/supervisor for their feedback about the program's strengths and weaknesses in preparing people for the workplace.*

Additionally, the program may look at directory information published by licensure boards and the AAMFT membership list to ascertain the licensure status and AAMFT membership of our graduates.

The information used will be kept in confidence and will serve as a means for the program to assess its effectiveness and set new strategic goals and outcomes.

CLINICAL PRACTICE COMPONENT

Student experiences in clinical courses are an integral part of the PhD in MFT. During practicum, students will have the opportunity to work with clients on and off campus at approved counseling facilities. Students will use skills developed in coursework to grow professionally through clinical experiences. The GCP Faculty considers supervised clinical experiences the capstone of a student's development, and all faculty members are committed to making this a positive experience. These clinical experiences will allow students to synthesize, integrate, refine skills, and apply the knowledge learned as part of his or her professional development.

It is the student's responsibility to select and secure a clinical site for practicum classes. The Texas Wesleyan Counseling Center may afford students clinical opportunity but Texas Wesleyan University can't guarantee that all clinical hours can be satisfied at this venue. It is the student's responsibility to find and select an off campus clinical site to accrue sufficient clinical hours. Practicum Instructor approval must be obtained for any instance where a student has more than one off campus clinical site.

During four semesters of practicum, students must accrue a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 alternative hours or clinical activity

THE TEXAS WESLEYAN UNIVERSITY COUNSELING CENTER

The Texas Wesleyan University Counseling Center is the Graduate Counseling Program campus training clinic for graduate students. The Center offers individual counseling for clients of all ages, couples counseling, and marital counseling. Counselors in training, under the supervision of GCP faculty, provide these services at a low cost. The mission of the Center is to work with families, couples, and individuals to create solutions to their problems. The Center is a place of respect and dignity where each person will be served and honored.

The center assists clients to create practical and effective ways to solve problems, dilemmas, crises, and other life demands that are sometimes overwhelming. The mission is service, the goal is excellence, and the commitment is to the community and the people who come for assistance. All students engaging in a practicum clinical experience are required to attend an orientation on Center processes and operations prior to the beginning of each semester.

CODE OF CONDUCT

The GCP is a community of faculty, clinical instructors, support staff, and students involved in teaching, clinical training, and learning. Students become members of this community at the time of registration in the program and assume the responsibilities that registration entails. The GCP is dedicated to providing a quality academic and clinical education and considers students to be colleagues in the learning process. GCP students are responsible for their actions and should be free to pursue educational objectives in an environment that promotes learning and protects the integrity of academic processes. The Code of Conduct is designed to foster that environment.

The Code of Conduct defines standards of student behavior during enrollment in the GCP and is a supplement to the Academic Integrity Policy in the Graduate Catalog, and the Code of Student Conduct in this Handbook. Disciplinary procedures are detailed in the Student Handbook. Clinical students will also be held to the standards of professional conduct defined by their licensure and clinical facility.

ETHICAL AND LEGAL AWARENESS

Any training relationship in which students take student counselor roles is considered a client / counselor relationship and is consequently subject to all ethical and legal regulations governing such a relationship. All students in the program must comply with all applicable laws, licensing rules and regulations, and codes of ethics. Students are held to the standards outlined by the AAMFT Code of Ethics: http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx. By returning a signed receipt of this code, the student acknowledges receipt of the code, asserts he or she has read it in full, and confirms he or

she will abide by its principles.

STANDARDS OF CONDUCT

Academic conduct will reflect the highest level of honesty and integrity in both the classroom and clinical area. Neither Wesleyan nor the GCP will tolerate academic dishonesty in ANY form. Harsh penalties (including dismissal) may be imposed for failure to comply with these standards. The Director of the GCP retains the right to dismiss a student from the program for serious offenses to the Code of Conduct. Academic Dishonesty includes (but is not limited to):

- Unauthorized assistance in taking quizzes, tests or exams.
- Use of unauthorized material in completing assignments.
- Acquisition of tests or other academic material belonging to a faculty or staff member without permission (including removing/reproducing such materials).
- Unauthorized possession of questions or notes
- Forgery or Plagiarism
- Any form of dishonesty, including (but not limited to) lying
- Assisting others in academically dishonest behavior
- Falsifying academic or clinical records.

CLINICAL OBJECTIVES

Clinical training is an important component of the PhD in MFT. At the conclusion of the program, students will demonstrate competency in providing marriage and family therapy face to face with a variety of clients, including couples and families, dealing with relational issues. Additionally, students will demonstrate ability to work with ethnically diverse populations from a multicultural perspective.

During the practicum classes, students are evaluated on the following criteria:

Professionalism

- ___ Personal and public demeanor conveys a genuine concern for professional development.
- ___ Communication with peers and supervisor is clear, open and honest.
- ___ Recognizes own competencies and deficiencies and discusses these with peers and supervisor.
- ___ Accepts constructive critique for developing and evaluating therapy skills.
- ___ Actively participates in learning activities during practicum classes.
- ___ Provides feedback to peers in a respectful manner, within a systemic framework.

Therapy Process

- ___ Properly deals with feelings related to transference and countertransference.
- ___ Uses therapeutic silence effectively when appropriate.
- ___ Reinforces the clients' ability to self-determine directions for life.

- ___ Maintains consistency with the chosen family therapy model that may enhance clients' ability to change.
- ___ Plans with the clients ways to implement action through evaluation of relational goals.
- ___ Encourages and invites relational and family involvement for maximum change.
- ___ Practices a family therapy model consistently and can explain theory behind strategies used.
- ___ Demonstrates sound ethical behavior with clients.
- ___ Demonstrates a systemic theoretical view when discussing a case with a supervisor and in class..
- ___ Designs a treatment plan or strategy with a systemic framework in mind.

Fitness for Counseling

- ___ Is punctual for appointments.
- ___ Explains aspects of the therapy process, confidentiality, and answers any questions in the initial session.
- ___ Exercises unconditional positive regard for the client.
- ___ Effectively conceptualizes each case for developing an appropriate, systemic plan for treatment.
- ___ Demonstrates understanding of DSM-5 in clinical application.
- ___ Appropriately handles risk management for self-harm, suicidal or homicidal ideation.
- ___ Understands treatment protocol for various forms of abuse as it relates to family therapy.
- ___ Demonstrates ability to accurately and appropriately record case notes in a timely fashion.

Sensitivity to Diversity in Clients

- ___ Is sensitive to cultural, religious, racial and sexual orientation in treatment planning.
- ___ Demonstrates acceptable and sensitive behavior toward diverse clients of cultural, religious, racial and sexual orientation.
- ___ Is capable of forming a therapeutic relationship with clients of diverse cultural, religious, racial and sexual orientation so that clients are consistent in attending and are invested in therapy.
- ___ Respects diversity of individual differences in families.

PROFESSIONAL LIABILITY INSURANCE

The GCP requires that graduate counseling students provide proof of professional liability insurance **before** beginning of each Practicum. This policy shall provide coverage for both on and off campus sites and counseling activities. A minimum policy should supply the student with up to \$1,000,000 per claim of professional liability coverage and up to \$3,000,000 aggregate professional liability coverage. A copy of liability insurance will be required when completing the Graduate Student Practicum Agreement at the beginning of the each practicum. Semester. When purchasing a policy, verify with the provider the necessary processing time, if any, in order to

comply with this requirement.

Students are allowed to see clients during University breaks at their off campus site (i.e., between semesters) after arrangements notifying their current practicum instructor of the arrangement. The off campus site must provide supervision during the time that the student is interning between semesters. Such information should be communicated to the current practicum instructor.

BRIEF OVERVIEW OF CLINICAL EXPERIENCES

Successful Completion: Please note that completing the required counseling hours and paperwork is not sufficient to receive a passing grade. Ultimately it is the quality and professionalism of a student's work as assessed by the practicum instructor, who determines successful completion of the Practicum courses. Students are encouraged to consult with their mentors (both the Practicum Instructor and site mentor). The mentor's roles are to mentor, consult, guide, train and encourage the student.

Practicum Experience Expectations:

Setting: Practicum for counseling students consists of hours accumulated at the Counseling Center and hours accumulated at an approved off-campus site. It is a student's responsibility to adhere to ALL GCP requirements.

Clients: Students will have the opportunity to work with a variety of clients through the Counseling Center. Client care and well being is the paramount expectation of all students. Failure to see a client without an excused absence will require a mandatory meeting with the Advisor and a Warning letter to be placed in the student's file; a second occasion warrants disciplinary action.

Supervision & Mentoring: Students completing Practicum hours at the Counseling Center will also receive supervision by Counseling Center personnel and may receive additional supervision from another faculty member.

Group Supervision: Students meet weekly for group supervision (regular Practicum course meetings) and are expected to engage actively in providing feedback to peers. This feedback includes (but is not limited to): video segment reviews, case conceptualizations, and informal case discussions (known as —consultation) – both in and out of class time. Other requirements of group supervision include (but are not limited to):

- Weekly attendance at practicum class meetings.
- Submission of digital recordings as scheduled throughout the semester. (Note: Additional recordings may be required for grading if submitted videos do not pass.) The instructor will provide criteria for pass or no pass on a digital recording in the course syllabus.
- Submission of Weekly Logs of site hours of counseling and activities.
- Submission of supervisor's mid-term and final evaluations.
- Submission of the final Supervision Detail Log(s).
- Completion of additional course activities the Practicum Instructor and/or Site Supervisor has assigned to the student.

ETHICAL ISSUES RELATED TO SUPERVISION & MENTORING IN PRACTICUM

Policy about Ethics in the GCP: The faculty supports the ethical standards of the American Association of Marriage and Family Therapists (AAMFT) and its divisions, as well as the by-laws of the Texas Board of Examiners of Marriage and Family Therapists.

During normal coursework, and especially during clinical courses, students are required to be familiar with and abide by the current ethical standards outlined by the American Association for Marriage and Family Therapy. When the student is faced with an ethical question, or struggling with an ethical dilemma, the student should discuss the issue with the Practicum Instructor and/or site supervisor. Ethical dilemmas, in and of themselves, are a common experience for counselors in all areas of practice. However, ethical violations may pose problems for the student, clients, and those around the student. Ethical violations may be cause for remediation and/or removal from a Clinical Site and from the GCP.

Informed Consent for Students: Mentors (both faculty and site mentors) have the responsibility to provide informed consent for all graduate counseling students and the clients they serve. Informed consent of students includes (but is not limited to) the following requirements:

- Define and discuss expectations, roles, and procedures related to the supervisory relationship.
- Clearly outline /review performance expectations, evaluation criteria, and appeal procedures according to GCP policy and the site's policy.
- Ensure clients are aware the counselors are students in training, are being supervised, and how this affects client confidentiality (i.e., tapes, reviewed during individual and group supervision, live observation).

Confidentiality: Students and Mentors (both faculty and site mentors) must work to safeguard confidentiality within the therapeutic and supervisory relationship.

- It is important for both supervisors and students to respect the limits of confidentiality within the supervisory relationship, understand the difference between confidentiality and privacy, and respect the client's right to privacy related to information gathered as part of the therapeutic relationship (i.e., clinical notes, test results, etc.).
- Students must not discuss events or content of supervision sessions outside the group or individual supervision session. **Violation of this policy is a breach of ethical behavior and may result in remediation and/or dismissal from the program.**

UNSATISFACTORY STUDENT PROGRESS TOWARD DEMONSTRATION OF COMPETENCY EVALUATION AT THE END OF EACH COURSE

If any student receives one (1) marginal and/or unsatisfactory progress rating the instructor and the advisor will conference with the student and discuss the concerns and work on a corrective action plan which may span more than one semester.

If a student receives two (2) or more marginal and/or unsatisfactory progress ratings the instructor(s) and advisor will conference with the student. Concerns will be presented to the faculty at the next regular faculty meeting and a corrective action plan will be established by the faculty, will be presented in writing, and will be discussed with the student by the course instructor and advisor.

Students with unsatisfactory progress ratings may be subject to the following remediated procedures (Including but not limited to):

- Formal meeting with Practicum Instructor.
- Formal meeting with advisor.
- Formal correction plan with faculty member.

- Formal correction plan with faculty advisor.
- Probation.
- Dismissal from the Program.

PROBATION

A counseling student may be placed on probation during the program for academic, administrative, professional or clinical reasons. A counseling student is subject to probation at any time his/her conduct is documented as “unbecoming of a professional. Infraction of professionalism objectives or failure to comply with requirements outlined in this Handbook may result in the student being placed on Administrative Probation. The student’s performance during Practicum will be evaluated on a continual basis. If his or her performance is judged by the practicum instructor to be unsatisfactory, the practicum instructor may request the Practicum Subcommittee to convene to assess the student’s current progress and consider options for the student’s future training. Probationary status is the decision of the Practicum Subcommittee, which will determine specific objectives for the student to meet in order to be removed from probation. The length of the probationary period is at the discretion of the Practicum Subcommittee and may extend to the end of the semester or longer. If specific objectives outlined by the Practicum Subcommittee impede the student’s ability to complete Practicum that semester a grade of T(Temporary) will be issued to allow students time to complete the probation requirements and the rest of the syllabi requirements for that practicum. Failure to satisfactorily complete the requirements by the end of the probationary period will result in a grade of F.

Possible Actions that may be imposed by the Practicum Subcommittee:

- Require the student to meet a stated set of objectives.
- Require the student to seek professional counseling. The GCP has an agreement of reciprocity between Texas Wesleyan University Counseling Center, Texas Christian University Clinic and the University of Texas at Arlington Social Work Clinic. Students may be referred to the UTA Clinic for a nominal fee for service.
- Choose to terminate the student from the practicum training site.
- Choose to suspend the student from the GCP.
- Temporary Removal of a student following a quality of service incident (any behavior/ behaviors that could jeopardize client safety and/or well being) may be made at the discretion of the Director of the GCP. A counseling student may be suspended immediately from practicum, pending an investigation and a meeting of the Practicum Subcommittee. Upon completion of the investigation any of the above sanctions may apply.

Procedure to Impose Probation: The Counseling Student will be allowed to address the committee during the Practicum Subcommittee Hearing. The committee will discuss the issues, examine the evidence, and determine the best course of action. The decision will be put to a vote among the appointed/elected member of the committee. The Practicum Subcommittee will establish Professional Competency objectives for the Counseling Student to meet within a specified time frame.

REVIEW OF PROBATIONARY STATUS

At the end of the specified probationary period, the Practicum Subcommittee will review the student’s records and evaluations. The Counseling Student will address the committee. If the committee determines that the Counseling Student has met the probation requirements, the Practicum Subcommittee will decide that probation has been successfully completed.

DISMISSAL

The counseling student who fails to meet probationary objectives or who has been involved in a quality of service incident, or who fails to rectify an administrative, academic, or professional deficiency may be suspended from the course work and may be dismissed from the GCP. If dismissed, the counseling student will be notified in writing.

The decision to terminate the student from the program is made by the Program Director. A counseling student is subject to immediate dismissal from the Graduate Programs of Professional Counseling if at any time the student's conduct is determined to be unbecoming of a professional by the Director of Graduate Counseling. A counseling student may be dismissed from the Graduate Programs of Professional Counseling for failure to satisfactorily:

- Complete Practicum
- Meet minimum all academic and graduate requirements as outlined in the Catalog
- Meet any probation objectives
- Meet professional competence objectives
- Comply with practicum site policies and procedures
- Fulfill clinical expectations
- Provide for client safety and well being
- Student gets three (3) grades of —C or below, or gets one (1) —F
- Maintain client safety
- Students may also be dismissed from the program as a result of a dismissal from practicum site

Client safety is of utmost concern; therefore the GCP director may dismiss a student from the program following a single documented incident where the student's direct negligence severely compromises a client's safety.

Students shall adhere to Practicum rules, regulations, policies, and procedures at all times during the period of instruction. The Practicum site may dismiss a student from the clinical facility for flagrant or repeated violations of rules, regulations, policies, or procedures, and reserves the right to take immediate action to remove a student from the clinical setting when necessary to maintain the operation of its facilities free from interruption and/or to ensure client safety. The Practicum site reserves the right to refuse to provide training to any student.

If a student is dismissed from a Practicum site for any reason the student is subject to dismissal from the program, depending upon the severity of the incident. Once the student is dismissed from the practicum site, Texas Wesleyan University is not responsible for placing the student at an alternative site or to keep him/her in the program. Students dismissed from the program will be informed in writing.

RECOMMENDATION FOR COUNSELING SERVICES

Any GCP faculty member may recommend a graduate counseling student to seek professional counseling services. To mandate counseling, a faculty member makes the recommendation to the Faculty with reasons for concern. If the student is enrolled in practicum, the faculty member refers to the Practicum Subcommittee. Upon reviewing the request the Practicum Subcommittee may:

- Informally recommend a student to seek voluntary counseling services.
- Mandate a student to seek counseling services from a licensed therapist not associated with Texas Wesleyan

University. The therapist must report attendance, progress, and communicate recommendations to the Director of the GCP.

The GCP has an agreement of reciprocity between Texas Wesleyan University Counseling Center, Texas Christian University Clinic and the University of Texas at Arlington Social Work Clinic. Students may be referred to the UTA Clinic for a nominal fee for service. The GCP may provide recommendations as to where the student may seek services; however, the student is allowed to select any licensed mental health professional to use for counseling services, except those persons associated with Wesleyan. The student must sign a release of information (ROI) with the counselor allowing the Director of the GCP to communicate with the counselor. The type of communication will be outlined on the ROI. Failure to complete the mandatory counseling sessions and/or the stated outlined counseling objectives may prohibit the student from registering for and attending courses until the counseling is satisfactorily completed.

APPEALS

If the student disagrees with the finding of the Practicum Subcommittee the student may contact the program director to file an appeal. The student must contact the Director of the GCP **within seven (7) business days** of receipt of the decision of the Practicum Subcommittee, or the student forfeits the right to an appeal and the recommendations of the Practicum Subcommittee will stand.

The Director of the GCP will notify the student of the appeal decision in writing. An appeal may be made to the Dean of School of Health Professions. This appeals process will follow the policies outlined in the graduate catalogue.

ADVANCED TEACHING EXPERIENCE

During the final semester of practicum, students engage in the Advanced Teaching Experience as outlined below:

Practicum IV: The Teaching Practicum

This Practicum introduces and then immerses Texas Wesleyan's doctoral students to graduate education's demanding environment to prepare them to step into the academic aspect of our profession. The course's objectives and content encompass the knowledge and skills students need to achieve excellence and demonstrate competency to teach at the graduate level and to share knowledge with peers in the MFT profession.

During Practicum IV, students will continue with the clinical requirements, and will spend some time in clinical consultation and mentoring with the practicum professor as well.

Texas Wesleyan's program provides a Faculty Mentor to each student who guides them through this experience and enables each student to—

- Integrate the multiple competencies our profession demands if one is to teach any aspect of it successfully:

- Knowledge of relational and systemic theories
- Capability to know and choose appropriate learning theories and techniques for specific subject matter.
- Comprehension of relevant research and the facility to weave it into the instruction advantageously.
- Multicultural sensitivity that insures multicultural content and its mastery receive the emphasis they require.
- Familiarity with the evaluation instruments and assessment methods available to an MFT as well as the capability to use them appropriately.
- A firm grasp of professional ethics and a commitment to them
- Develop and model a personal philosophy that embodies a commitment to the profession in which teaching is more than a skill.
- Build a teaching philosophy and master educational techniques that demonstrate—
 - Sensitivity to all issues and perspectives involved in the subject matter
 - Sensitivity to the students they teach—their talents, their weaknesses, their challenges, and their strengths.
 - Sensitivity to the power a teacher possesses when he or she evaluates and corrects and more so when he or she evaluates and finds a way to affirm.
- Construct a collegial relationship with his or her Faculty Mentor that provides him or her to identify personal learning objectives and outcomes beneficial to their students, themselves and the profession.

Experience with Faculty Mentor

During the spring semester preceding the Teaching Practicum, Texas Wesleyan’s doctoral program pairs each student with a Faculty Mentor to for his or her Teaching Practicum who guides them through this experience. The relationship between the student and the Faculty Mentor will continue through two semesters.

During the Spring Semester, the student assists the Faculty Mentor in conceptualizing, planning, and preparing course documents for the course or courses with which the student will assist in the upcoming summer semester through—

- Planning cooperatively regular meetings with his or her Faculty Mentor to coordinate course to outline his or her advanced teaching experience.
- Engaging actively in course planning and development.
- Drafting, editing, and finalizing the syllabus.
- Completing necessary Blackboard content for the course.

During the Summer Semester, the actual semester during which the Advanced Teaching Experience occurs, the student and the Faculty Mentor maintain an active, close, and collegial relationship during which—

- Contact occurs weekly for an average of two hours at mutually convenient times that may include—
 - The Faculty Mentor’s office hours.
 - Time spent during which the student actively fulfills teaching responsibilities:
 - Course planning
 - Content delivery
 - Grading
 - Evaluation
- Satisfactory completion occurs when the Faculty Mentor approves the student’s submitting the course’s final grades to the Registrar.

Advanced Experience: Teaching—Specific Requirements

Students demonstrate satisfactory completion of the Advanced Teaching Experience through the following.

- A formal paper that states the Student’s Personal Philosophy of Teaching
- Delivering ten hours of course content—
 - Conference presentations (local, regional, state, national, international)
 - Guest lectures
 - Review sessions in the Graduate Counseling Program’s review for the master’s comprehensive examination
 - Mental Health Association (MHA)
- Observing full-time Professors’ delivering at least ten hours of course content.
- Participating in the course’s development (syllabus, Blackboard entry, etc) in which he or she delivers content.
- Grading and evaluating student work from the course in which he or she delivers content.

COMPREHENSIVE EXAMS

The comprehensive written exam will be a closed book test, and will include questions and topics presented to students by the Comprehensive Exam Committee on ALL courses, including practicum, that students have taken during their doctoral classes. Each committee member will be assigned certain courses, many of which they have taught, and will submit to the instructor of record for the comprehensive exam, their suggested questions and topics for distribution to all students no later than March 1st. The comprehensive written exam

will then be composed of questions and topics that the committee chooses and will cover every class that the students have taken, including practicum.

Any student who does not achieve a satisfactory score on any one class or topic included in the comprehensive exam will be allowed to retake a test one time on that specific topic within and no later than 12 weeks, to minimize disruption to the dissertation process. Students will not progress to dissertation work or candidacy until they have successfully achieved a satisfactory score on all sections. Students may retake the exam on that section of concern three times. Students will receive their grades within two weeks of the exam.

A student who does not pass a certain class/section or topic covered in the written exam the second time will not progress to dissertation and will meet with the Program Director, the faculty member who wrote the questions on which the student did not meet standards and one more faculty member of the Counseling Program committee for remediation planning. Students will not be able to complete the program if they fail to pass the comprehensive exam section of question, more than three times.

The Comprehensive Exam Committee consists of all full time Professors in the Graduate Counseling Program.

Comprehensive Oral Exams - The Comprehensive Oral exam consists of a review by the faculty of each student's performance on the written comprehensive final. It is a chance for the comprehensive exam committee to ask students questions about their written answers from the comprehensive exam so that students may clarify any answers that concern faculty members. Oral exams may last from 1-2 hours.

DISSERTATION/ADVANCED RESEARCH EXPERIENCE

The Advanced Research Experience builds upon the following research courses and culminates in the completion of a dissertation: MFT 8302 Principles of Educational Research, MFT 8304 Quantitative Design Statistics and Analysis, MFT 8305 Qualitative Design and Analysis, and MFT 8307 Statistical Methods of Inquiry.

To enable the candidate to complete his or her dissertation within the three semesters the program provides for dissertation work, it is vital that all candidates follow the requirements of the three semesters of dissertation work as listed below. The program will not provide Incompletes for any dissertation course unless there are serious circumstances such as hospitalization or death in the family, and only if approved by the Program Director.

After a student completes both the written and the oral examinations satisfactorily, the MFT Doctoral Program admits the student to "candidacy" for the PhD. Thereafter, immediately, the candidate must start preparing his or her dissertation proposal for his or her dissertation committee's approval as early as possible during the first course of dissertation.

General Requirement: Candidates **MUST** meet with their committees chairs every **TWO** weeks during every semester of dissertation work. There will be no exceptions to this expectation except for illness and family emergency.

Dissertation 1: A candidate presents his or her proposal to their committee early in the semester, no later than October 1. Included in that proposal is the presentation of the first three chapters of the dissertation to the candidate's committee. The candidate must obtain his or her committee's approval no later than October 15. The proposal consists of the following outline:

Once the Dissertation Committee approves the candidate's proposal, if there are any suggestions from the committee, the candidate revises their proposal with any suggestions of the committee and provides the first three chapters to his or her dissertation committee for approval within two weeks. If the candidate's dissertation needs IRB approval, the candidate must then submit a request for such approval to the Texas Wesleyan University IRB in a timely fashion so that approval is made by the IRB during the semester. The candidate must receive the IRB's approval no later than the last day of classes of the fall semester to obtain a grade.

Dissertation 2: All data should be collected by the end of the semester. The research and its findings compose Chapter 4.

Dissertation 3: Candidates examine data, finish its analysis, compose the final chapter, submit the dissertation to the Chair for suggestions and approval, and then submit it to his or her Dissertation Committee for approval. Once approved, a last step is scheduled: The "Defense" of the dissertation process. This involves the student and dissertation committee scheduling a formal presentation of the student's work to the university. Other students are invited to attend for support. Afterwards, the student has until the end of the semester to make any corrections and submit two copies, one for the library and one for the department.

NOTE: A section for Acknowledgements should be provided at the beginning of the dissertation as well as an Abstract and Table of Contents

NOTE: Submission for presentation or publication is required. Publication of the dissertation is strongly encouraged. The first author is the student, and the second author is the Chair. Submission for publication or presentation is required for completion of the dissertation.

Texas Wesleyan University

Graduate Counseling Programs

MFT PhD Student Handbook

Appendices

Appendix 1- Dissertation Committee Request Form

Appendix 2- Student Professional Liability Insurance Statement

Appendix 3- Clinical Agreement Form

Appendix 4- Dissertation Handbook

APPENDIX 1

Request Form for Dissertation Committee Members

Name of Student _____ Date of Request _____

I request the following committee members from the faculty of the Graduate Counseling Program:

Chair:

1st Choice _____

2nd Choice _____

3rd Choice _____

Committee Member:

1st Choice _____

2nd Choice _____

3rd Choice _____

Outside Committee Member:

Respectfully Requested,

Student Signature

Date

APPENDIX 2

PROFESSIONAL LIABILITY INSURANCE STATEMENT

COLLEGE OF HEALTH PROFESSIONS
TEXAS WESLEYAN UNIVERSITY
GRADUATE PROGRAM IN COUNSELING

The Texas Wesleyan University Graduate Counseling Program requires that graduate counseling students provide proof of professional liability insurance before beginning Practicum I and II. This policy shall provide coverage for both on and off campus courses and counseling activities. A minimal policy should supply the student with up to \$1,000,000 per claim professional liability coverage and up to \$3,000,000 aggregate professional liability coverage.

A copy of liability insurance will be required when completing the *Graduate Student Practicum Agreement* at the beginning of the practicum semester. When purchasing a policy, verify with the provider the necessary processing time, if any, in order to comply with this requirement.

I have read, agree and will comply with the above stipulations to purchase professional liability insurance and provide a copy of such as required by the Texas Wesleyan University Graduate Program in Counseling.

(Print Graduate Counseling Student Name)

_____/_____/_____

**APPENDIX 3
GRADUATE COUNSELING STUDENT- CLINICAL AGREEMENT
SCHOOL OF HEALTH PROFESSIONS**

Please complete this form and keep in your file.

1. I hereby attest that I have read and understood the Texas State Board of Examiners of Marriage and Family Therapists Code of Ethics, Subchapter C (§801.41 – §801.54), and will practice my counseling in accordance with these standards. Any breach of these ethics will result in my removal from the practicum, a failing grade, and documentation of such will become part of my permanent record.
2. I agree to adhere to the site administrative policies, rules, standards, and practices.
3. I understand that my professional responsibilities include keeping my field supervisor and practicum instructor-supervisor informed regarding my practicum experiences which in part require maintaining an accurate and complete log of activities using an approved format.
4. I will report concerns/ problems promptly/ completely to Field Supervisor & Practicum Instructor.
5. I will meet all course requirements of TWU for practicum in marriage and family therapy (professional activities, reports/ supervisory meetings) in a timely fashion. I understand I will not be issued a passing grade unless I demonstrate the specified minimal level of professional counseling skill, knowledge, and competence. I understand I must have a grade of ‘B’ or higher to pass practicum.
6. I have purchased professional liability insurance that is currently in effect and it will be my responsibility to maintain effective liability insurance during my practicum experience. *A copy of my liability insurance will be placed in my file.*
7. I will inform my field supervisor/practicum instructor-supervisor of any change in address/ phone.
8. This agreement remains in force until successful practicum completion. I understand failure to comply with these requirements shall be cause for immediate termination of this practicum experience.

_____ (sign) ___/___/___ (date) _____ (print)
 Phone : ___ - ___ - ___ (Primary) ___ - ___ - ___ (Secondary) _____ (Email)
 _____ (Address) Semester/year ___/___

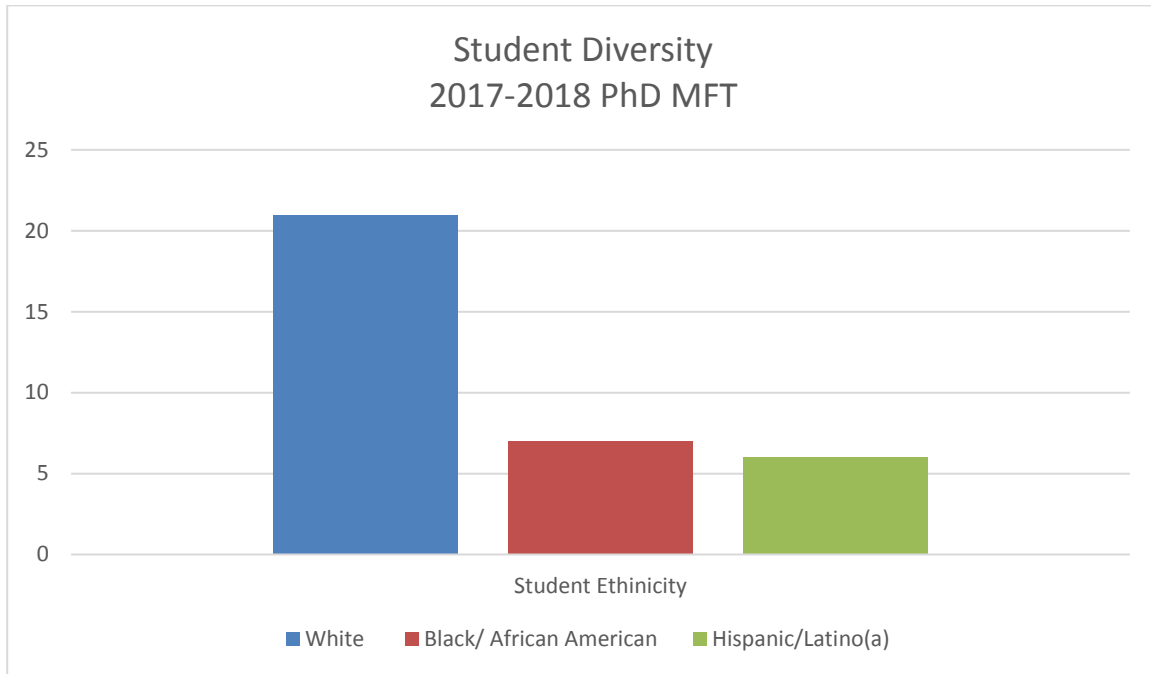
Field Supervisor	Practicum Instructor
(Name) _____	(Name) _____
(Office) _____	(Office) _____
(Cell) _____	(Cell) _____
(Email) _____	(Email) _____
(Fax) _____	(Fax) _____

Agency Days and Times Attending Site (Check site day, circle site location number)

_____ (name) Mon (1, 2, 3) Tue (1, 2, 3)
 _____ (location 1) Wed (1, 2, 3) Thur (1, 2, 3)
 _____ (location 2) Fri (1, 2, 3) Sat (1, 2, 3)
 _____ (location 3) Sun (1, 2, 3)

Agency Phone 1) _____ 2) _____ (3) _____
 _____ (Agency Email) _____ (Fax) _____

APPENDIX 4



APPENDIX 5



Graduate Counseling

**Doctor of Philosophy in Marriage and Family
Therapy**

Dissertation Handbook

Introduction

Writing a dissertation is a kind of art as well as science. It includes both critical thinking and accuracy of data presentation with the help of scientific research methods. In order to write an effective dissertation, data collection and data analysis are very important steps.

Research can be defined as systematic investigation into a phenomenon, yielding results which may contribute to a given knowledge base. In this process **data collection and analysis** have a significant role. The quality of research largely depends on collected information. Reliable data can lead to more trustworthy results. Data reliability is partly dependent on the data collection methods the researcher selects to achieve the objective. Data guides the researcher in the decision-making process.

Information about Data Collection Processes

Collection of data in a dissertation is a very important and critical task. In order to collect adequate data and information, it is necessary for the researcher to use some definite methods and processes. The Dissertation Committee can aid in finding right methods and processes for data collection. Data collection may involve a single data collection method or combination of two or more data collection method, as per the complexity of research problem (Cooper and Schindler, 2006).

There are various qualitative and quantitative data collection methods. For example, assessment of achievement/intelligence/attitudes through the use of a test, interviews, observations, questionnaires, and semi-structured interviews may be used individually, or in combination with other data collection methods. These methods, and others, may be used to collect both primary and secondary dissertation data (Crowther and Lancaster, 2009).

Primary and Secondary Data

Primary data are those are collected for the first time and are thus original in character, whereas secondary data are those which have already been collected by some other persons and which have passed through the statistical machine at least once. Primary data are in the shape of raw materials to which statistical methods are applied for the purpose of analysis and interpretation. Secondary data are sometimes in the shape of finished products since they may have been treated statistically in some form of the other. After statistical treatment, the primary data lose their original shape and become secondary data. On a closer examination, it will be found that the distinction between primary data and secondary data in many cases is one of degree only. Data which are secondary in the hands of one may be primary for others.

Data Collection Tools

There are many dissertation data collection instruments to consider. The choice of which one to use should focus on one major factor. Is the tool able to measure the variables in the research questions stated in the proposal? This is the most important question to ask. As simple as it sounds, many doctoral students use instruments with bells and whistles but that may not focus on important variables! Don't get seduced by the instrument. Make sure it is appropriate for the research design and will collect the necessary information for the dissertation research.

Selection of Method

Different ways of collecting data are useful for different purposes, and each has advantages and disadvantages. The primary factors influencing the selection of data collection methods are:

1. The research question(s)
2. Available resources
3. Desired timeline

The Dissertation Committee's role is to assist the student in the selection of the data collection method(s) most appropriate for his or her research design.

Quantitative and Qualitative Data Collection Methods

The *quantitative data collection methods* rely on structured data collection instruments fitting diverse experiences into predetermined response categories. They produce results which are often intended to generalize to a larger population.

Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research question, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control for their influence on the dependent, or outcome, variable. If the intent is to generalize from the research participants to a larger population, the researcher may employ probability sampling to select participants.

Typical *quantitative data gathering strategies* may include:

- Experiments/clinical trials.
- Observing and recording well-defined events.
- Obtaining relevant data from management information systems.
- Administering surveys with closed-ended questions (e.g., face-to face and telephone interviews, questionnaires etc.).

Qualitative data collection methods play an important role by providing information useful to understand the processes behind observed results. Furthermore, qualitative methods can be used to improve the quality of survey-based quantitative evaluations by helping generate evaluation hypothesis; strengthening the design of survey questionnaires and expanding or clarifying quantitative evaluation findings. These methods may be characterized by the following attributes:

- tend to be open-ended and have less structured protocols (i.e., researchers may change the data collection strategy by adding, refining, or dropping techniques or informants)
- rely more heavily on interactive interviews; respondents may be interviewed several times to follow up on a particular issue, clarify concepts or check the reliability of data
- use triangulation to increase the credibility of their findings (i.e., researchers rely on multiple data collection methods to check the authenticity of their results)
- generally, their findings are not generalizable to any specific population, rather each case study produces a single piece of evidence that can be used to seek general patterns among different studies of the same issue

Regardless of the kinds of data involved, data collection in a qualitative study takes a great deal of time. The researcher needs to record any potentially useful data thoroughly, accurately, and systematically, using field notes, sketches, audiotapes, photographs and other suitable means. The data collection methods must observe the ethical principles of research.

Some common *qualitative data gathering methods* may include:

- **in-depth interview**
- **observation methods**
- **document review**

Reliability and Validity in Quantitative and Qualitative Research

Regardless of research type or research design, validity of the research design and validity and reliability of the data collected, is of utmost importance. Because all findings reported and conclusions reached are based on data collected, the importance of data quality cannot be understated.

Quantitative Research

Validity

There are several types of validity that contribute to the overall validity of a study. The two main dimensions are *Internal* and *External* validity, and further sub-types can be added under these headings. Most research text books will explain these in detail (for example Burns & Grove, 2001).

Internal Validity is concerned with the degree of certainty that observed effects in an experiment are actually the result of the experimental treatment or condition (the cause), rather than intervening, extraneous or confounding variables. Internal validity is enhanced by increasing the control of these other variables.

External Validity is concerned with the degree to which research findings can be applied to the real world, beyond the controlled setting of the research. This is the issue of generalizability. Attempts to increase internal validity are likely to reduce external validity as the study is conducted in a manner that is increasingly unlike the real world.

Reliability

There are many forms of reliability, all of which will have an effect on the overall reliability of the instrument and therefore the data collected. Reliability is an essential pre-requisite for validity. It is possible to have reliable data not collected using a valid measure, however a valid measure must also collect reliable data.

Below are some of the forms of reliability that the researcher may need to address. These and others are explained in more detail in most research text books (for example Crocker & Algina, 2002).

Inter-Rater or Inter-Observer Reliability

Used to assess the degree to which different raters/observers agree when measuring the same phenomenon simultaneously.

Test-Retest Reliability

Compares results from an initial test with repeated measures later on, the assumption being that if the instrument is reliable there will be close agreement over repeated tests if the variables being measured remain unchanged.

Parallel-Forms or Alternate-Forms Reliability

Used to assess the consistency of the results of two similar types of test used to measure the same variable at the same time.

Tests for Homogeneity or Internal Consistency

Individual items in an instrument measuring a single construct should give highly correlated results which would reflect the homogeneity of the items. This can be tested using the split-half form, whereby the items are divided into two halves and the correlated with the Spearman-Brown formula. A more sophisticated approach is to use Chronbach's alpha, which tests all possible split halves.

Qualitative Research

Validity and Reliability

Depending on their philosophical perspectives, some qualitative researchers reject the framework of validity commonly accepted in more quantitative research in the social sciences. They reject the basic realist assumption that there is a reality external to our perception of it. Consequently, it does not make sense to be concerned with the "truth" or "falsity" of an observation with respect to an external reality (which is a primary concern of validity). These qualitative researchers argue for different standards for judging the quality of research. Typically, there are four proposed criteria for the assessment of validity and reliability in qualitative research.

Credibility

The credibility criterion involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results.

Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing. The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is.

Dependability

The traditional quantitative view of reliability is based on the assumption of replicability or repeatability. Essentially it is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice -- by definition if we are measuring twice, we are measuring two different

things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.

The idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study.

Confirmability

Qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There are a number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking the data throughout the study. Another researcher can take a "devil's advocate" role with respect to the results, and this process can be documented. The researcher can actively search for and describe and *negative instances* that contradict prior observations. And, after the study, one can conduct a *data audit* that examines the data collection and analysis procedures and makes judgments about the potential for bias or distortion.

Information about Data Analyses and Reporting Processes

While writing a dissertation, there are certain formats a researcher must follow. Although, they vary from country to country and university to university, in all those formats the data analysis and reporting of results chapter plays a vital role. Therefore, while writing a dissertation, it's important to have a clear understanding of what the results of the selected data analyses mean, their purpose, and how the results assist in forming a response to the research question(s) posed.

To assist the student during this process, Chapter IV is divided into some basic steps. Doing this not only makes it easier to approach the chapter, but also helps make the whole process comprehensible and clear. The following section contains information about content typically found in Chapter IV of both quantitative and qualitative research.

Source:

Blum, K. (2006). *Teaching Students How to Write a Chapter IV and Five of a Dissertation*.

Chapter IV of a dissertation presents the findings from the data gathered by the researcher. The nature of the design determines the presentation of the data. For example, one student's "purpose of this quantitative correlational study was to determine the relationship between superintendent tenure and academic achievement scores" (Segori, 2006, p. 73). In this example, the student would organize results by the significance of each hypothesis; present first any hypothesis that clearly showed a significant and high degree of correlation.

Section titles organize the data in a logical manner. Findings are presented in detail, in sufficient manner (Simon, 2006), and describe the systematic application of the methodology. Literature reviews for similarity are not part of Chapter IV and are generally part of Chapter V (Creswell, 2004).

Chapter IV in qualitative studies by the nature of the design is typically longer than a quantitative Chapter IV where descriptions are the results of statistical tests in numerical format.

Following the introductory paragraph where the researcher reminds the reader of the purpose statement. Simon (2006) recommends that the researcher include a section on the data demographics explaining the age, gender, or relevant related information on the population. The researcher narrates a summary of the demographics of the sample, and if the table is concise, presents demographics in a table format after the narration. Otherwise, the table is included as an Appendix and referred to in the narrative of Chapter IV (American Psychological Association, 2001).

Qualitative Chapter IV Findings

The next section in Chapter IV should relate to the findings in the data. There is no single way to present the findings of a dissertation because the presentation depends on the design, but in general, a qualitative study typically analyzes qualitative data for patterns or themes, and is presented based on the major themes found in the data. Common methods to present themes are based on the unit of analysis. For example, a unit of qualitative measurement could be leadership traits and organized into major patterns (Yin, 2004). If the design is historical, organize the findings by time (Creswell, 2004). If the design is a single-case study, the unit of presentation is the entire case being studied (Yin, 1993).

Chapter IV should not include a comparison of findings with previous literature studies that is part of Chapter V.
Chapter IV should present the findings.

Employ Section Titles for Themes and Sub-Themes.

Regardless of the method of organizing the findings, use section titles to guide the reader. One example is to group the data by major themes found in the data itself, with each section title a *theme of significance in the responses*. Significance in the responses means that a major count or percentage of the number of the population participating in the research study gave the same or very close responses. For instance, if the researcher interviewed 25 CEO women on how they broke through the glass ceiling to obtain top leadership positions commonly held by men, and 24 out of 25 women reported one method was to network on a daily basis, these similar responses would be a major theme. In contrast, if only seven out of 25 women responded in a similar manner, this lower percentage would not be defined as a significant theme. The researcher would report the theme in Chapter IV with this section title: *Theme One: Daily Networking* under the findings general heading.

Under each theme, if sub-themes are noted, group sub-themes by the next level of section title headings following APA formatting rules. For example, if under *Theme One: Daily Networking*, a sub-theme of 16 out of 20 women said that accomplishing daily networking meant picking up the phone, these responses would be a sub-theme. Another sub-theme could be networking by walking around the office, and with examples of what the women did while walking around the office presented. Present examples of what the women said on the phone after describing the sub-theme in Chapter IV.

Add Outliers.

An *outlier* is a response that one or a *few* of the respondents in the research study stated (Sproull, 2004). For example, if 2 out of 25 women responded that they did nothing different from their male counterparts to break the CEO glass-ceiling this should be reported as an outlier with examples of exactly what the women said to back up the response.

Outliers can be an indication of a significant theme the researcher often may not notice, but the dissertation mentor can help the researcher become aware that the *opposite response of the majority of the responses can be significant* (Yin, 1993). For example, if four out of 20 participants in a research study about how many participants in the FBI said they used FBI provided computers to catch criminals these results would not be a significant theme. However, the *same response* means that 16 out of the 20 participants are *not* using a government issued computer despite to catch criminals. Report these results as a major pattern and not an outlier.

Should all outliers be included in Chapter IV? The answer depends on the design and the number of outliers included outnumbers the patterns, then the researcher should choose the most significance outliers that relate to the problem statement and purpose.

Summarize Themes; Add Examples and Tables, Code Names.

Under each theme and sub-theme, the researcher describes the pattern and adds counts or percentages in a narrative format (Creswell, 2004). After the pattern is explained, being careful to code the participants names such as R1 (respondent one), or W1 (women one), examples of some of the responses is typically included after the pattern summary. If the counts are not extensive for a table that is short enough to include in Chapter IV, the researcher may include a table. If the table is long, a better practice is to mention the table in the narrative (i.e., see Appendix A) but place the table in an Appendix (American Psychological Association, 2001).

Add the Summary and Conclusion

Summarize the major patterns found in a summary. No new information or analysis should be included; the goal of the summary is to sum up for the reader in one to two paragraphs of the results of the research study findings (Creswell, 2004). Add a conclusion that makes the transition of Chapter IV to Chapter V topics.

Chapter IV – Quantitative Version

Chapter IV of a quantitative design is typically shorter than a qualitative design. Following the introductory paragraph where the researcher reminds the reader of the purpose statement, the purpose of Chapter IV presents the findings. Simon (2006) recommends that the researcher include a section on the data demographics such as explaining the age, gender, or relevant related information on the population. Narrative a summary of the demographics and if the table is concise, present in a table format after the narration, otherwise the table is included as an Appendix (i.e., Appendix A) and referred to in the body of the narrative Chapter IV (American Psychological Association, 2001).

Quantitative Chapter IV Findings

Describe Tests and Data Collection Methods.

Quantitative designs present findings of statistical tests in Chapter IV. A discussion of what type of tests were chosen and why is presented first to remind the reader. Describe the data collection instrument along with any archival databases consulted. The process of how the researcher collected the data must match what was presented as what the

researcher was going to employ in Chapter I's Nature of the Study section, and Chapter III's methodology. A common student error is that what was done in Chapter IV does not match what the student said was going to be done in the Nature of the Study and Chapter III.

Discuss How Variable Measurement or Control Group Differences.

Depending on the design, the next section of a quantitative dissertation discusses measurement of variables that tested hypotheses (Sproull, 2004). If the design was a quasi-experiment with a control group, and an experimental group that was given a *treatment*, present the differences in the characteristics of the groups.

Report validity and reliability indices for the data collected, when appropriate.

Describe any Pilot Study and any Missing Data.

If the researcher developed a survey, a common method for testing the validity and accuracy of the survey is a pilot study using the survey with a sub-set of the participants (Sproull, 2004). If the research study employed a pilot study, describe the results and any subsequent survey modification before implementing the survey to the rest of the participants.

If any missing data could not be collected that was outlined in Chapter III, include reasons why (Creswell, 2004). For example, one student promised in Chapter III that the data collection was interviewing 25 FBI agents. Extreme problems gaining trust and confidence, even with retired FBI agents, made it impossible to interview 25 agents and after many months, the researcher obtained interviews from 20 agents.

Present the Data in Section Titles Related to the Hypothesis

Present the result of each test in statistical format and with tables and charts in a visual manner using section titles related to *each* hypothesis (Simon, 2006). Colors are not included; APA requires black and white text, figures, and tables so keep this in mind when creating tables and charts to show the results of tests (American Psychological Association, 2010). Create section titles reporting the result of each hypothesis.

For inferential statistics, report the test value and p-value. Simon (2006) posits that if the null hypothesis is not rejected, this does *not* lead to the conclusion that no association or differences exist, but instead that the analysis did not detect any association or difference between the variables or groups. Failing to reject the null hypothesis is comparable to a finding of not guilty in a trial (Simon). According to Simon "the defendant is not declared innocent, instead is not enough evidence to be convincing beyond a reasonable doubt so in the case of the judicial system, the defendant is set free" (slide 23).

Assure the reader proper implementation of data collection procedures instruments and procedures were accomplished. Describe the assumptions of each test and indicate how the researcher met each assumption (Creswell, 2004).

Tell the reader the results of testing of the each hypothesis. Measures obtained for each variable are reported clearly, following standard procedures. Adjustments or revisions to the use of standardized research instruments are justified, and any effects on the interpretation of findings are clearly described. Data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses, and underlying theoretical and conceptual framework of the study (Simon, 2006, slide 23).

Statements must be including that support or fail to support each hypothesis. Check for statistical errors and state how the researcher checked for errors. Report an effect size for each relevant result, whether or not the result was statistically significant.

Outliers

Include any data that were outside the norm resulting from testing (Sproull, 2004).

Discuss Validity and Reliability

Add a section after presenting the results of the tests that discusses how the research handled issues with validity and reliability.

Add the Summary and Conclusion

Summarize the results of the tests for the reader in their order of significance. No new information or analysis should be included; the goal of the summary is to summarize the findings for the reader in one to two paragraphs. Add a conclusion that makes the transition of Chapter IV to the topics in Chapter V.

Completing Chapter IV, the **data analysis section can be a** time-consuming task. In spite of this, this chapter serves as part of the logical progression and authenticity of the whole project. Hence, it is vital to use precise and lucid language that will help to make things more comprehensible to the readers.

Chapter V is entitled **Summary, Conclusions, Implications, and Recommendations**. Once again re-state the study purpose and inform the reader of the chapter's organization and content. This introductory paragraph does not have a heading.

Summary of the Study

This section contains the study summary and could stand alone as a description of the study. It should contain the following level 3 headings:

Brief overview of the problem.

Purpose statement and research questions.

Review of the study design (sample, data collection and data analysis techniques used).

Summary of major findings – usually organized by research questions.

Conclusions

This section requires the researcher to analyze, synthesize, and evaluate findings. State conclusions that are suggested from the interpretation of the findings; identify trends and issues that emerged; however, carefully base these conclusions on the study findings. This section also discusses the “ah ha’s!” that were found. Remember, one conclusion may generalize to several of the findings.

Another part of this discussion is to relate findings to the literature (although, sometimes this is included in Chapter IV when reporting findings also). Remember, findings are the outcomes that resulted from your study and **conclusions are those outcomes synthesized into more general statements when this is possible. Do not just restate the findings!!** Findings state the facts discovered by your research. Conclusions do not restate the facts, but instead relate the findings to a larger meaning. Be sure that all conclusions are supported by your data.

For example, a recent study investigated, “What snacks do 11-year old students prefer?” The study found that responses overwhelmingly noted fruit as the preferred snack. Based on this finding, a conclusion might be that even when selecting snacks, students chose to eat healthy.

Implications for Practice

This section discusses who will benefit from the study, what they will learn from it and how it might impact their practice. Based on study findings, this section recommends actions for practitioners to implement into practice.

Recommendations for Future Research

This section makes suggestions to further the research.

Concluding Remarks

This section synthesizes your comments and highlights main points of the chapter. It is here that the student might include personal insights or beliefs gained from conducting this study.

Dissertation Defense

When Dissertation Committee Chair and other committee members are satisfied the work is complete or nearly complete, the student will be invited to schedule the defense. The defense of a dissertation usually consists of an oral examination administered by the committee, although the exact format for the defense varies according to the Dissertation Chair. Attendance at the defense of the dissertation is open to the public.

The Ph.D. Department should be notified in advance of the defense. The *Schedule for Oral Dissertation Examination* form, with a one-page abstract attached, should be completed and filed with Ph.D. Department. The form provides name, program, the title of the project, as well as the time and location of the defense. It is the student's responsibility to notify the Ph.D. Department following the Dissertation Chair's approval to do so, and to complete the appropriate forms relevant to the dissertation defense process.

10 Day/5 Day Rule. When establishing a timeline, allow at least **10 working days** for the committee to review the dissertation. Provide a hard copy of the edited, proofed, complete dissertation 10 working days prior to the defense of the dissertation. Keep in mind that three or more busy people will need to review the written work. In order to avoid conflicting suggestions from committee members, always work through the dissertation chair, who functions as the mediator/ advocate.

Committee Members must notify the Chair at least **five working days** prior to the defense if they do not feel that the dissertation is ready to be defended successfully. This will allow time for conferencing with committee members and the student as needed and also provide time to re-schedule the defense.

For the dissertation defense meeting, the committee members should be provided a **complete** copy of the document following the page guidelines in the section titled "Parts of the Dissertation." **This copy of the dissertation should be carefully proofread and be as error-free as possible. Using a professional editor is highly encouraged. An editor's list is available in the Ph.D. office.**

The dissertation defense hearing generally lasts for approximately one hour. The candidate will usually discuss the dissertation in the first 20 minutes. At this time, the student will emphasize findings, conclusions and implications for practice. The following time is for the committee to ask in-depth questions about the dissertation. Be prepared to defend conclusions based on findings and to defend any implications. After the committee members have completed questioning, the candidate, and any others who are in attendance, will be asked to leave. Deliberations of the committee will be in private.

Possible results of the deliberations include unqualified approval, approval pending specified changes in the document, or rejection. If the committee rejects the dissertation at this time, specific recommendations will be made to guide the continued work on the dissertation and a new defense date will be re-scheduled as soon as the work is ready.

If the dissertation is accepted, committee members will sign the *Doctoral Dissertation Defense Report* form.

Submission and Final Approval of the Dissertation

- Make any changes suggested by the dissertation committee during the dissertation defense. Submit two final draft copies to the Dissertation Chair for approval. (Also submit copies of pages needing correction from the defense for the office file.)
- After the Dissertation Chair has approved the final draft, the Ph.D. office will submit the final draft to the School of Health Professions Dean.
- Obtain all necessary signatures on required forms. This should be done at the time of the defense.
- Once the dissertation is approved by the School of Health Professions Dean and all required corrections are made, then the edited copy will be uploaded to the ProQuest®, which in turn will submit the completed dissertation to the West Library Academic Archive data storage system, and made available to future readers and stored as a record of the officially approved dissertation.

Reminder of citations. Style and manner of reference citation and bibliographic format follow the *6th Edition of the American Psychological Association* style manual. It is legally and ethically imperative that you accurately cite all sources used in your dissertation. A document the size of a dissertation is an extensive and time-consuming project. Be mindful of this from the beginning, and choose a method that will allow you to track all materials used efficiently.

Reminder regarding parts of the Dissertation. The dissertation should be arranged as follows:

- Title Page
- Signature Page
- Copyright Page
- Abstract. Limit to one page, approximately 150 words. No page number and do not count. Include brief, concise **description of the problem, methodology, salient results, conclusions, implications for practice**. Abstract is posted on the announcement of the defense of the dissertation and bound with the document. This is used by those accessing search systems to determine whether or not the work may be helpful to them; therefore, be careful to assure an accurate description of the study in the abstract text.
- Acknowledgements. Pagination is with small Roman numerals; first page with number iii. Remember to acknowledge those who helped with edits, typing, statistics, advising, etc.
- Table of Contents – Paginated outline listing all headings and subheadings.
- List of Tables (if used) (Font can be smaller within tables and figures)
- List of Figures (if used)
- Abbreviations, glossary – optional
- Text – Main body of the dissertation – Page one begins here and goes all the way through to the end of the dissertation. No dissertation title on first Chapter I page.
- References
- Appendix/ Appendices – as needed
- Biographical Note – One-page autobiographical sketch emphasizing education and professional experience. Identify style manual at the bottom of the page.

Submission to ProQuest® Scholarly Publishing Company

Prior to scheduling the candidate's graduation, the candidate is required to upload his or her approved dissertation through ProQuest®, a scholarly publishing company. Uploaded to ProQuest® is free. The dissertation is then available in on-line format for readers and researchers world-wide. In addition, candidates by use ProQuest® for ordering a hard-copy publication, which is a fee-paid service and not required by the Ph.D. program., makes it convenient for authors to order bound copies of their manuscripts. ProQuest® has particular requirements for acceptance to their databases and publication process. After submission to ProQuest®, the dissertation will be uploaded by ProQuest® to the West Library Academic Archive.

Additional Dissertation Guidelines & Rubric

Research Dissertations: Traditional Styles of Qualitative and Quantitative

There are three primary acceptable styles of dissertations: qualitative, quantitative, and mixed methods. A suggested format will be outlined in the sections to follow for qualitative and quantitative dissertations. Chapters 1, 2, and 3 are submitted as the formal proposal. The proposal chapters should be written in the future tense. After the proposal hearing, students will continue to revise and refine Chapters 1, 2, and 3 as needed. Chapter IV reports the findings and Chapter V reports the summary, conclusions, implication for practice and recommendations for future studies. Qualitative dissertations often have more than 5 chapters, as the findings might be reported in several narrative or data reporting chapters. For example, a qualitative dissertation might have chapters 1, 2, 3, 4, 5, 6, 7, 8 (4-8 might be narrative interviews or multiple data reportings), 9 then would become a Findings Analysis chapter, followed by 10 which would report the summary, conclusions, implications for practice and recommendations for future studies. This is a decision that will be made between the student and the Chair.

Traditional Qualitative Dissertation

A qualitative dissertation may follow many formats but the underlying philosophical foundation guides the development through implementation. The general purpose of the following information is to guide in developing the dissertation from the proposal through completion of the project. Students who prepare a qualitative dissertation should be mindful of reviewing relevant research and literature.

Chapter I [Qualitative]

Introduction to the Study

Begin with a brief introductory paragraph. There is no heading for this paragraph. This paragraph also describes the organization of the chapter.

Background of the Problem

This section is a brief introduction to the research, based on the literature. First, the problem that will be addressed in the study is introduced with a link to the broader context. Second, broad areas of theory and related research are outlined.

Statement of the Problem

In this section, the researcher focuses the problem and situates the research within theory, policy, or practice supported by the literature. Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. Next discuss within the framework of the topic, a current problem or issue that needs to be addressed. Discuss the published literature on this problem (Think in groups of studies, rather than

individual studies). An overview of the literature that will be detailed in the next chapter is appropriate here. Point out gaps or deficiencies in the literature. (See Creswell & Clark, 2007, p. 94-95).

Theoretical Framework

Identify and discuss the conceptual base for the study and the foundational paradigm supported in the literature – if a theoretical framework is used.

The Purpose of the Study and Research Question(s)

The task for the researcher in this section is to pose the purpose of the study and question(s) that is/are general enough to evolve during the course of the research, but yet focused enough to provide direction in the research. **Remember**, every chapter should include the purpose statement at the beginning stated in exactly the same way!

Rationale/Significance of the Research

It is in this section that the researcher provides a brief discussion of how the research is an important contribution to the field.

Assumptions

Assumptions are those issues or items that are taken for granted relative to this study. An example would be: the study participants answered all of the interview questions openly and honestly.

Limitations/Delimitations

This section clarifies the boundaries of the study. Limitations are those factors that may affect the study and over which the researcher does not have control. This constrains generalizability of findings. For example, a study of English language acquisition among native Spanish speakers based on data from a truly representative sample of this group, would allow the researcher to make generalizations about this to the larger population even though they were not included in the study. However, this could not be generalized to other language speakers.

Delimitations are factors that may affect the study that are controlled by the researcher. For example, delimitation might be that the study included only those superintendents who had been serving in the same district for at least five years. The student will prepare a statement of purpose or intent that clearly sets out what is meant to be accomplished by the study but that also includes a declaration of what the study *does not* intend to cover and why.

Definitions

Conceptual and/or operational definitions should be provided for terms unique to the study. In all cases, definitions should be grounded in appropriate research literature (not a dictionary!) and cited.

Summary/Organization of the Study

Chapter I and the other chapters usually conclude with a section that delineates the contents of the remaining chapters in the study.

Example: In Chapter I, the researcher has introduced the study. In Chapter II, the literature is reviewed. The methodology is explained in Chapter III. . .

Chapter II [Qualitative]

Review of Related Literature

A thoughtful and insightful discussion of related literature builds a logical framework for the research that sets it within a tradition of inquiry and a context of related studies (Marshall & Rossman, 1999). This section should incorporate a tightly-bound and interconnected body of literature that supports the reader in understanding the assumptions and the significance of the research.

Begin the introduction of the literature review immediately after the chapter title – do not use a heading - with a restatement of the problem or purpose exactly as it was written in Chapter I. At the end of the introductory paragraph, point out how the chapter is organized. The main topics that are identified should generally be Level 2 headings in the chapter. **Be sure to develop an outline for use in writing this chapter and use headings and sub-headings throughout the literature review for clarity. See <http://depts.washington.edu/psywc/handouts.shtml> for outline guide.**

Other points for attention as you write the literature review:

1. Limit paragraph length to approximately 15 - 20 lines.
2. One sentence is not a paragraph.
3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.
4. Delineate the “jumping off place” for your study. How will this study refine, revise, or extend what is now known?
5. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
6. Avoid excessive use of quotations. These should only be used when the quoted material is stated in a unique way and can be inserted without breaking the continuity of the writing.
7. Be sure that the literature review covers topics related to all research questions.
8. References cited should be as recent as possible, preferably within 5 years, unless the student is citing seminal research or providing a historical framework.

Summary

Once again, the chapter will conclude with a brief summary that directs the reader to the following chapters. In Chapter II, the researcher has reviewed the literature. The methodology is presented in Chapter III. In Chapter IV, the findings are presented. A summary of the study, conclusions, implications for practice, and recommendations for further study are discussed in Chapter V.

Chapter III [Qualitative]

Methodology

The purpose of this chapter is to provide detailed information about the study. Understanding the nature of the design is critical to judging the trustworthiness of the research; therefore, this section must be linked to the previous two chapters in a logical and meaningful way. After the proposal has been defended and the study completed, this chapter will need to be updated with accurate demographic information. Repeat what the study is all about using the purpose statement as it was stated in Chapters 1 and 2. Offer the reader a brief overview of the design. Detail will be provided in the following sections. Do not use a heading for this introductory paragraph.

Research Design

Identify and explain the design used in this study. Support your rationale for this from the literature.

The Participants and/or the Setting

It is in this section that the "who" and the "where" of the research is detailed and a rationale for those choices offered. Some chairs prefer that this is divided into two separate topics.

Data Collection

The nature of data collection methods is described here. Interviews, participant observation, and artifact analysis are among the array of data collection tools that may be used.

Treatment of the Data

This section describes the analysis procedures that guided the interpretation of the data collected. You may follow a constant comparative analysis procedure, code segments of data and look for themes and patterns that seem to be evident, use a narrative analysis technique, utilize a computer data management program to assist in the analysis, or other analysis process. Support chosen analysis methods by citing the literature.

Provisions for Trustworthiness

Trustworthiness is the extent to which confidence can be placed in the outcomes of the study (Lincoln & Guba, 1985). Describing the multiple sources of data collection, writing an epoch, explaining the audit trail followed in the research process, and using member checks are examples of processes that support trustworthiness.

Summary

This is very brief without citations. It directs the reader to the following chapters as has been done in Chapters I and II.

Traditional Quantitative Research Dissertation

The format for most quantitative dissertations follows the following guidelines; however variations as needed may be made with approval from the dissertation chair.

Chapter I [Quantitative]

Introduction to the Study

Begin with a brief introductory paragraph. There is no heading for this paragraph. This paragraph also describes the organization of the chapter.

Background

This section is a brief introduction to the research, supported by the literature. First, the problem that will be addressed in the study is introduced with a link to the broader context. Second, broad areas of theory and related research are outlined.

Problem Statement

In this section, the researcher focuses the problem and situates the research within theory, policy, or practice supported with the literature. Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. Next discuss within the framework of the topic, a current problem or issue that needs to be addressed. Discuss the literature on this problem. (Think in groups of studies, rather than individual studies.) Point out gaps or deficiencies in the literature. (See Creswell & Clark, 2007, p. 94-95).

Theoretical Foundation

Identify and discuss the conceptual base for the study and the foundational paradigm supported in the literature.

Statement of the Purpose and Research Questions

Be certain to include somewhere a sentence such as: The purpose of this research is . . . REMEMBER, every chapter in the dissertation should include the purpose statement at the beginning. It must appear exactly the same throughout the dissertation! Follow the purpose statement with a few research questions to guide the study's development.

Rationale/Significance of the Study

Indicate the importance of the study or the need for the study.

Assumptions

Assumptions are those issues or items that are taken for granted relative to your study. An example would be: the study participants answered all of the interview questions openly and honestly.

Limitations/Delimitations

This section clarifies the boundaries of the study. Limitations are those factors that may or will affect the study and over which the researcher does not have control. This constrains generalizability of findings. For example, a study of English language acquisition among native Spanish speakers based on data from a truly representative sample of this group, would allow the researcher to make generalizations about this to the larger population even though they were not included in the study. However, this could not be generalized to other language speakers.

Delimitations are factors that may or will affect the study that are controlled by the researcher. For example, delimitation might be that the study included only those superintendents who had been serving in the same district for at least five years. The student will prepare a statement of purpose or intent that clearly sets out what is meant to be accomplished by the study but that also includes a declaration of what the study *does not* intend to cover and why.

Definitions

Conceptual and/or operational definitions should be provided for terms unique to the study. In all cases, definitions should be grounded in appropriate research literature.

Summary and Organization of the Study

Chapter I, as well as the other chapters, concludes with a section that delineates the contents of the remaining chapters in the study. Example: In Chapter I, the researcher has introduced the study. In Chapter II, the literature is reviewed. The methodology is explained in Chapter III.

Chapter II [Quantitative]

Review of the Literature

Begin the introduction of the literature review with a restatement of the problem or purpose exactly as it was written in Chapter I. At the end of the introduction, point out how the chapter is organized. (This should be consistent with Level 2 headings in the chapter.) Be sure to develop an outline for use in writing this chapter. **For outline guide see <http://depts.washington.edu/psywc/handouts.shtml>** . Also, use headings and sub-headings throughout the literature review for clarity. Do not use a heading for this introductory paragraph.

Other points for attention as you write the literature review:

1. Limit paragraph length to approximately 15 – 20 lines.
2. One sentence is not a paragraph.
3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.
4. Delineate the “jumping off place” for your study. How will your study refine, revise, or extend what is now known?
5. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
6. Avoid excessive use of quotations. These should only be used when the quoted material is stated in a unique way and can be inserted without breaking the continuity of the writing.
7. Be sure that the literature review covers topics related to all research questions.
8. References cited should be as recent as possible, preferably within 5 years, unless the student is citing seminal research or providing a historical framework.

Summary

The summary of the literature review is brief and uses the student’s own words - do not include citations in the summary. Remember, to conclude each chapter with a brief statement of what follows: In Chapter II, the researcher has reviewed the literature. The methodology is presented in Chapter III. In Chapter IV, the findings are presented. A summary of the study, conclusions and implications for practice and recommendations for further study are discussed in Chapter V.

Chapter III [Quantitative]

Methodology

The steps in this chapter vary widely depending on the general research design. Once again, this is a transition from Chapter II and should include a restatement of the study's purpose using the same words as were used in the original problem statement in the chapter introduction. The organization of the chapter should be mentioned here. The introductory paragraph does not have a heading. After the proposal has been defended and

the study completed, this chapter will need to be updated with the demographics of the sample, and any other information that describes how the study was conducted.

Research Questions and/or Hypotheses

Hypotheses may be relevant to theoretical, experimental, or causal comparative research, and when you state hypotheses, the reader is entitled to have an exposition of the theory that lead to them (and the assumptions/paradigms underlying the theory). Not all quantitative studies require hypothesis statements, but they do require research questions. Hypotheses may be written in five kinds of statements: Research hypothesis, Literary null, Operational null, Literary alternative, and Operational alternative (Gay, 2000).

Research Design

Identify and explain the design used. Indicate the steps you took to answer every question or to test every hypothesis. Indicate the control variables. Indicate the variables you randomized. Label and define the components.

Population/Participants

This includes a description of the individuals who participated in the study and the procedures used for selection. Discuss issues of external validity, (i.e., generalizability, probability sampling, random selection, and random assignment, etc.).

Instrumentation

Outline instrumentation to be used. Consider issues of validity, reliability and objectivity. Break the instrumentation into subparts and identify the developer. Pilot study information is generally included in this section.

Data Collection Procedures

Describe data collection, controls, human subject protection, etc.

Data Analysis

Describe the tools used such as SPSS, EXCEL, etc. and provide a brief overview of tests or types of analyses.

Summary

Conclude with a brief summary and direct the reader to the next chapters as has been done in Chapters I and II.

General Guidelines for Chapters IV and V for All Types of Dissertations

Upon completion of the first three chapters of a qualitative, quantitative, or mixed methods dissertation work, the candidate's dissertation committee members will meet and review the student's progress in the formal Dissertation Proposal Meeting. At that time they will make any suggestions germane to the general direction of the study, and provide the candidate with specific recommendations relative to modification, deletion or addition to the design, analysis or general procedure.

Following satisfactory proposal presentation, the candidate will make any revisions to chapters I - III that are needed and proceed to completion of the research and construction of Chapters IV and V and others as needed.

Consult often with the Dissertation Chair regarding all chapters as there are several appropriate methods to follow based on the study design.

Chapter IV Findings /or /Analysis of Data

Begin this chapter with an introductory paragraph (no heading) that briefly describes the problem exactly as it has been stated in the other chapters; then explain how the chapter is organized. Many times, the introduction includes information about the participants. In qualitative dissertations findings may be presented in several chapters depending on the qualitative design. For example, it is possible that each individual or case presented in a study will be reported in a separate chapter, followed by an Analysis of the Data chapter (this one), which discusses the findings collectively and the emergent themes.

Presenting the Findings

Have an organizational strategy. For example, findings can be presented chronologically, by variables, by the research questions, or whatever seems most appropriate for the study. Organizing data by the research questions is most often recommended. In this chapter the student would present all the findings, qualitative, narrative and statistical data.

If tables/figures are used to describe data, be sure that the table/figure is clearly understood and formatted correctly. The title should report what is in the table. The narrative should not repeat all that is in the table/figure, but highlight information. The table/figure should be referred to in the narrative preceding the placement of the table/figure. Do not overuse tables/figures. Only use tables/figures when they enhance the findings or when a graphic makes it easier to understand the findings.

Qualitative data are usually presented in narrative form. Organize information into themes or categories parallel to the research questions and the related guiding questions. Students should confer often with their Chair about the best ways to present the rich data that emerged from the study.

Summary

Summarize all the key findings in a paragraph that explains, in general, what was discovered. Then direct the reader to the Conclusion chapter.

Chapter V

Summary, Conclusions, Implications, and Recommendations

Once again re-state the study purpose and inform the reader of the chapter's organization and content. This introductory paragraph does not have a heading.

Summary of the Study

This section contains the study summary and could stand alone as a description of the study. It should contain the following level 3 headings:

Brief overview of the problem.

Purpose statement and research questions.

Review of the study design (sample, data collection and data analysis techniques used). **Summary of major findings - usually organized by research questions.**

Conclusions

This section requires the researcher to analyze, synthesize, and evaluate findings. State conclusions that are suggested from the interpretation of the findings; identify trends and issues that emerged; however, carefully base these conclusions on the study findings. This section also discusses the "ah ha's!" that were found. Remember, one conclusion may generalize to several of the findings.

Another part of this discussion is to relate findings to the literature (although, sometimes this is included in Chapter IV when reporting findings also). Remember, findings are the outcomes that resulted from your study and **conclusions are those outcomes synthesized into more general statements when this is possible. Do not just restate the findings!!** Findings state the facts discovered by your research. Conclusions do not restate the facts, but instead relate the findings to a larger meaning. Be sure that all conclusions are supported by your data.

For example, a recent study investigated, "What snacks do 11-year old students prefer?" The study found that responses overwhelmingly noted fruit as the preferred snack. Based on this finding, a conclusion might be that even when selecting snacks, students chose to eat healthy.

Implications for Practice

This section discusses who will benefit from the study, what they will learn from it and how it might impact their practice. Based on study findings, this section recommends actions for practitioners to implement into practice.

Recommendations for Future Research

This section makes suggestions to further the research on this topic.

Concluding Remarks

This section synthesizes your comments and highlights main points of the chapter. It is here that the student might include personal insights or beliefs gained from conducting this study.

References

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TITLE OF DISSERTATION

(Centered, double spaced if more than one line, all capitals)

A Dissertation *(when you submit the Proposal write A Dissertation Proposal)*

Presented to

The Faculty of the School of Health Professions

Texas Wesleyan University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy in (your emphasis)

by

Jane Doe

December 2018 (month of graduation)

(1 ' margin from date to bottom of page)

(When paginating, count the title page, but do not place a number on the page)

(Sample Signature page)

TITLE

AUTHOR

Approved:

Dissertation Chair

Committee Member

Committee Member

Director, Doctoral Program

Dean, School of Health Professions

(Sample Copyright Page this page is counted, but not numbered)

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(Sample ABSTRACT- not counted and not numbered)

TITLE OF PAPER

ABSTRACT

Student Name

This study was designed to investigate differences between levels of job satisfaction, perceived organizational support, and organizational commitment, among teachers from small rural school districts in Texas. Participating school districts were in two groups, categorized by five-year average teacher turnover rates. Using survey methods, data were collected from 230 teachers in four low turnover rate districts and from 204 teachers in four high turnover rate districts. Descriptive statistics were compiled on data for all teacher respondents. Data were analyzed by correlation analysis, multivariate analysis of variance (MANOVA), and multiple regressions. Results of the study demonstrated differences among teacher groups that implied teachers in low turnover rate districts were more satisfied, felt more support, and were more committed than teachers in high turnover rate districts. For school administrators, these findings may provide information on how job satisfaction, perceived organizational support, and organizational commitment affects teacher turnover in small rural school districts.

Note: The abstract has the following components: (a) problem statement; (b) research questions; (c) brief information about sample; (d) brief information about data collection and analysis; (e) brief statement of findings; and (f) implications for practice.

(Sample ACKNOWLEDGEMENTS Page)

ACKNOWLEDGEMENTS

I would like to express my appreciation to Dr. Joseph M. Cronin and Dr. Alan Gaynor, members of my Doctoral Committee, for sharing their wealth of knowledge and guidance through the conception and completion of this study. I acknowledge especially the role of my Committee Chair, Dr. Bruce Frasier. He was an invaluable source of support and growth. He never allowed me to lose sight of the primary goal, "A first class job."

This study could not have been undertaken without the willing participation of the administrators who agreed to be part of the study. The time they generously gave was indispensable.

The Auerbachs provided me with a loving home for the duration of my project. They were a constant source of warmth and concern, which I appreciate greatly.

Loving thanks are due my sons, Daniel and Jonathon, who accepted the idea of my undertaking a dissertation as just one more challenge to be met. If I ever faltered, they assured me it could be done.

Finally, I say thanks to Joyce Kole, who for 30 plus years, in the best fashion of friendship, has reminded me that "if you refuse to accept anything but the best, you often get it."

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Within tables and figures fonts can be smaller than Times New Roman 12 point font.

Captions for tables and figures must be Times New Roman 12 point font.

Two double spaces before and after tables and figures.

Tables: Title at top of table, Headline style, italicized, flush left with margin

Figures: Table at bottom of figure; Headline style; not italicized

(Sample Biographical Note)

BIOGRAPHICAL NOTE

Jane Elizabeth Doe graduated from Texas High School in 1988. She attended Lamar University and received her Bachelor of Science in Elementary Education in 1992. She began teaching in Beaumont Independent School District and returned to Lamar University to pursue her Master of Education Degree in Mid-Management in 1994. She became an assistant principal in 1996 and was appointed as principal of John Brown Elementary School in 1999. She was accepted into the 2004 Doctoral Cohort at Texas Wesleyan University where she earned a Doctorate of Education in Educational Leadership in 2004. Currently, she continues to serve as the principal of John Brown Elementary School in Beaumont Independent School District in Beaumont, Texas.

Dissertation Rubric prepared by Wilson, Johnson, Cooper and Wright (Revised 2015)

Component	4	3	2	1
1. Problem Formation	1.1 The purpose of the study is unambiguous, and there is a full description of the question(s), problem(s), or issue(s) the study attempts to address.	1.1 The purpose of the study is clear, but the question(s), problem(s), or issue(s) the study attempts to address are not fully defined.	1.1 The purpose of the study is vague; however, the question(s), problem(s), or issue(s) the study attempts to address are explicit.	1.1 The purpose of the study and the question(s), problem(s), or issue(s) are unclear and leave room for interpretation.
	1.2 The purpose of the study is effectively situated within the context of the research, allowing for a thorough explanation of the approach taken to address it and its importance.	1.2 The purpose of the study is somewhat situated within the context of the research, allowing for a clear interpretation as to the study approach.	1.2 The purpose of the study is vaguely situated within the context of research, allowing a liberal interpretation of the approach taken to address it and its importance.	1.2 The purpose of the study is not situated within the context of research and does not clearly define the approach taken.
	1.3 The candidate makes clear what information is lacking regarding current research, and how the study is a contribution to the existing body of current research, thereby filling the void.	1.3 The candidate makes an attempt to delineate where research on the topic is lacking, and how the study will contribute to the existing body of knowledge.	1.3 The candidate does not use current research to show where studies on the topic are lacking or how the study will contribute to the current body of knowledge.	1.3 The candidate has not attempted to delineate holes in the current research or describe how the study will add to the body of knowledge.
2. Design and Logic	2.1 Dissertation design is sound and specific description of the design, including the way data were collected, is complete and well organized. Any changes to the research questions or design are described and a rationale for the changes is presented.	2.1 Specific description of the design, including the way data were collected, is somewhat complete and somewhat organized. Any changes to the research questions or design are described and a rationale for the changes is presented.	2.1 Specific description of the design, including the way data were collected, is not complete and not organized. Any changes to the research questions or design are not explained and a rationale for the changes is not presented.	2.1 Specific description of the research design and the type of data collected as well as the processes used to collect the data do not align. The rationale for these incongruences is not presented.
3. Sources of Evidence	3.1 The units of study (sites, groups, participants, events, or other related events) are thoroughly defined and the means through which they were selected are adequately explained.	3.1 The units of study (sites, groups, participants, events, or other related events) are only partially defined and the means through which they were selected are insufficiently explained.	3.1 The units of study (sites, groups, participants, events, or other related events) are inadequately defined and the means through which they were selected are not supported.	3.1 The units of study (sites, groups, participants, events, or other related events) as well as the means by which they were selected are not aligned.
4.	4.1 Development and selection of measurement instruments and classification schemes are clearly described providing strong support for	4.1 Development and selection of measurement instruments and classification schemes are described providing vague	4.1 Development and selection of measurement instruments and classification schemes are somewhat described providing some support	4.1 Development and selection of measurement instruments and classification schemes are not described and thus

Measurement and Classification	their use as well as publications referenced for previously used materials.	support for their use; referenced publications for previously used material not clear.	for their use; previously used material only briefly mentioned.	provide no support for their use; previously used material not referenced.
	4.2 The relevance, reliability, and validity of the measurement inferences or classification scheme is strongly supported and aligned with the research in question.	4.2 The relevance, reliability, and validity, of the measurement inferences or classification scheme is somewhat supported and somewhat aligned with the research in question.	4.2 The relevance of the measurement or classification scheme is only vaguely supported and only vaguely aligned with the research in question.	4.2 The relevance of the measurement or classification is neither supported nor aligned with the research in question.
5. Analysis and Interpretation	5.1 Procedures used for analysis and interpretation of the data are precisely and linearly described, convincingly stating how the analysis and interpretation address the research question and lead to the outcomes with strong relevancy to the problem formation.	5.1 Procedures used for analysis and interpretation of the data are somewhat described with linearity implied, somewhat stating how the analysis and interpretation address the research questions and lead to the outcomes with some relevancy to the problem formation.	5.1 Procedures used for analysis and interpretation of the data are described with no linearity from beginning to end, not stating how the analysis and interpretation address the research questions and lead to the outcomes with little relevancy to the problem formation.	5.1 Procedures used for analysis and interpretation of the data are not described, not stating how the analysis and interpretation address the research questions and lead to the outcomes with no relevancy to the problem formation.
	5.2 Analytic techniques are thoroughly described providing a clear understanding of how the data were analyzed, including a clear understanding of the processes and assumptions underlying specific techniques.	5.2 Analytic techniques are somewhat described providing a somewhat clear understanding of how the data were analyzed, including a somewhat clear understanding of the processes and assumptions underlying specific techniques.	5.2 Analytic techniques are not clearly described providing an unclear understanding of how the data were analyzed, including an unclear understanding of the processes and assumptions underlying specific techniques.	5.2 Analytic techniques are not described providing neither understanding of how the data were analyzed including nor understanding of the processes and assumptions underlying the specific techniques.
	5.3 The dissertation includes significant, relevant information about any intended or unintended circumstances that may have implications for the interpretations of the outcomes, limit their applicability, or compromise their validity.	5.3 The dissertation includes clearly relevant information about any intended or unintended circumstances that may have implications for the interpretations of the outcomes,	5.3 The dissertation includes limited relevant information about any intended or unintended circumstances that may have implications for the outcomes, limit	5.3 The dissertation does not include relevant information about any intended or unintended circumstances that may have implications for the outcomes, limit their

		limit their applicability, or compromise their validity.	their applicability, or compromise their validity.	applicability, or compromise their validity.
	5.4 Presentation of conclusions provides a strong statement of how claims and interpretations directly address the research problems/questions/issues, and clearly connects to previous literature, and emphasizes the theoretical, practical, or methodological implications of the study.	5.4 Presentation of conclusions provides a limited yet clear statement of how claims and interpretations directly address the research problems/questions/issues, and somewhat connects to previous literature, and somewhat emphasizes the theoretical, practical, or methodological implications of the study.	5.4 Presentation of conclusions provides an unclear statement of how claims and interpretations directly address the research problems/questions/issues, and confusingly connects to previous literature, and vaguely emphasizes the theoretical, practical, or methodological implications of the study.	5.4 Presentation of conclusions does not provide a statement of how claims and interpretations directly address the research problems/questions/issues, and does not connect to previous literature, and does not emphasize the theoretical, practical, or methodological implications of the study.

Forms and Sample Letters



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Example of Letter from Student Accounts Manager

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Attached is a copy of your registration statement that contains:

1. Classes that you are enrolled for
2. Your tuition and fee charges
3. Pending financial aid that has been awarded

Please note that if you decide NOT to attend, you will need to drop BEFORE the 1st class day to not be charged tuition. Otherwise you will be liable for the tuition charges. Please contact the registrar's office about class changes.

Payment in full is due:

Summer terms- May 5th

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Spring Term- December 5th

You can set up a payment plan if your balance is not covered by financial aid. Information can be found on www.txwes.edu/cashier. You can also view a statement and other information on Ramlink.

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We hope you enjoy your time at Wesleyan, Janie Pokluda, Manager of Student Accounts