

PROPOSAL SUMMARY COVER SHEET

Student Name: _____ Dissertation Title: _____ Date _____

DISSERTATION COMMITTEE MEMBERS

Chair: _____
 (Signature)

Member: _____
 (Signature)

Member: _____
 (Signature)

Overall Quality of Performance: (Chair Completes)

NOT PASSED	← PASSED PROPOSAL →			
<p>1</p> <p>Less Than Acceptable</p> <p>Below Minimal Level of Competence</p> <p>↓</p> <p>Must Be Redone</p>	<p>2</p> <p>Some Significant Problems</p> <p>↓</p> <p>Review Triggered</p> <p>Possible Remediation</p>	<p>3</p> <p>Expected Level of Competence</p>	<p>4</p> <p>Very Good Level of Competence</p>	<p>5</p> <p>Exceptional Level of Competence</p>

COMMENTS (Chair):

Student Name: _____

Date Submitted: _____

This form (3 pages) is to be completed by all three dissertation committee members at the end of the student’s dissertation proposal meeting. The committee will rate competencies in clinical psychology, as well as document any revisions needed.

**The student must include a copy of this evaluation with the submission of their dissertation to committee members prior to defense date to ensure requested revisions completed.

Title of Project: _____

Form Completed by Committee Member: _____

		0 Does Not Meet Standard	1 Meets Standards	2 Exceeds Standards	Rating
Writing	Chapter 1: Introduction (Statement of Problem, Significance, Research Question (s), and Theoretical Framework, Summary of Research Design, and Limitations of the Study)	One or more of the following conditions have not been met: The purpose of the study is not clearly presented. The research questions and theoretical framework do not seem linked together and the summary of the research design is hard to understand. The study’s limitations are either missing or inadequately explained.	The purpose of the research study is understandable and has a satisfactory practitioner and scholarly rationale for its educational significance. The research questions and theoretical framework are linked and inform the summary of the research design. The study’s limitations are stated and reasons are given for why that is the case.	The purpose of the research study is clearly stated with a strong scholarly and practitioner rationale for its educational significance. The research questions are closely linked to the theoretical framework and inform the summary of the research design. The limitations of the study are foreshadowed for the reader with sophisticated reasoning for why that is the case.	
	Chapter 2: Literature Review	The literature review does not adequately survey or analyze studies pertinent to the study. There is no coherent and consistent reasoning behind why particular theoretical, content and methodological studies are included in the review and how they have informed the thinking behind the study.	The literature review provides a thorough survey and adequate analysis of the scholarly research pertinent to the study. It provides satisfactory reasons for why particular theoretical, content and methodological studies are included in the review and how they have informed the thinking behind the study.	The literature review provides a comprehensive survey and detailed analysis of scholarly research pertinent to the study. It provides cogent reasons for why particular theoretical, content and methodological studies are included in the review and how they have informed the thinking behind the study.	
	Chapter 3: Research Design	The research design does not demonstrate an adequate understanding of specific procedures for data collection and analysis in order to thoroughly investigate the research question (s). Sections of the design (Questions, Methods, Validity, and IRB) do not tie together, indicating deficiencies in understanding research procedures needed for the study	The research design is clearly presented and demonstrates an adequate understanding of specific procedures for and data collection and analyzed in order to thoroughly investigate the research question (s). All sections of the design (Questions, Methods, Validity, and IRB) are tied together according to the protocols appropriate for the study and demonstrate a basic understanding of research procedures.	The research design is clearly presented and demonstrates a sophisticated understanding of the specific procedures for data collection and analysis in order to thoroughly investigate the research question (s). All sections of the design (Questions, Methods, Validity, and IRB) are tied together according to the protocols appropriate for the study and demonstrate a sophisticated understanding of research procedures.	

Dissertation Proposal Competency and Revisions Roadmap (11/2010)

Chapter 4: Research Findings	Few important findings are reported and/or are poorly analyzed and represented to the reader. Textual descriptions and graphic display of findings are inadequate and/or do not complement one another and/or present a clear picture of the study's results.	Most of the important findings are reported clearly with the appropriate analysis and right amount of detail that fits the design of the study. Textual descriptions and graphic display of findings usually complement one another and present an adequate picture of the study's results. All graphs, tables, and figures are appropriately labeled.	All the important findings are reported in a clear and concise manner with the appropriate analysis and right amount of detail that fits the design of the study. Textual descriptions and graphic display of findings complement one another and present a clear picture of the study's results. All graphs, tables, and figures are appropriately labeled.	
Chapter 5: Discussion of Findings	The discussion and summary of the findings do not convey what is significant and relevant for educational practice. Sections the Doctoral Thesis (Problem of Practice, Theoretical Framework, Literature Review, and Research Design) have not been used or used adequately to support the interpretation of what was learned from the study.	The discussion and summary of the findings demonstrate a satisfactory grasp of what is significant and relevant for educational practice. All sections the Doctoral Thesis (Problem of Practice, Theoretical Framework, Literature Review, and Research Design) have been adequately restated to support the interpretation of what was learned from the study.	The discussion and summary of the findings demonstrate a superior analytical grasp of what is significant and relevant for educational practice. It does so by expertly rearticulating how all sections the Doctoral Thesis (Problem of Practice, Theoretical Framework, Literature Review, and Research Design) have figured into the interpretation of what was learned from the study.	
Writing Quality(Clarity, Grammar, APA)	The writing style and organization is hard to follow and/or does not seem pertinent to the type of study conducted. The narrative is hard to follow for the general reader. There are numerous errors in the grammatical construction, and there are many errors in APA style for citations, references, and format.	The writing style and organization are pertinent to the type of study conducted. The narrative is logical, coherent, and understandable for practitioner and scholarly audiences. Overall, the grammatical construction is good, and for the most part APA style for citations, references, and format is consistently employed.	The writing demonstrates great sophistication in style and organization pertinent to the type of study conducted. The narrative is logical, coherent, and understandable for practitioner and scholarly audiences. The grammatical construction is excellent and proper use of APA style for citations, references, and format is consistently employed.	

		1	2	3	4	5	Rating
Foundational Competencies	Ethics	Research study plan does not include an ethical manner .	Research study plan is in an ethical manner , but lacking/questionable in some elements of study.	Planned research study includes an <u>appropriate ethical manner</u> .	Planned research study includes an ethical manner , including <u>extensive lit review and design/methodology</u>	Planned research study includes an ethical manner , including <u>sophisticated integration</u> throughout study.	
	Individual and Cultural Diversity	Research study planned <u>does not</u> demonstrate respect for others who represent diverse backgrounds.	Research study planned demonstrates respect for others, yet was <u>lacking consistency and/or sophistication</u> .	Research study planned demonstrates expected level of respect for those others who represent diverse backgrounds and experiences.	Research study planned demonstrates respect for those others who represent diverse backgrounds and experiences in population contact, lit review, and design/methodology.	Research study planned demonstrates <u>sophistication</u> and respect for those others who represent diverse backgrounds and experiences in population contact, lit review, and design/methodology.	
	Professional Development	Research study planned <u>does not</u> effectively present dissertation material in writing.	Effectively presents research study material in writing, but <u>lacked</u> (check all that apply) ___sophistication or ___ complex material ___ integration of theory and methodology	Effectively presents research study material in writing (i.e. <u>average level</u> of sophistication, ability to deal <u>effectively</u> with complex theoretical material, and <u>integrating</u> theory and methodology)	Effectively presents research study material in writing (i.e. <u>High level</u> of sophistication, ability to deal <u>effectively and innovatively</u> with complex theoretical material, and <u>integrating</u> theory and methodology)	Effectively presents research study material in writing (i.e. <u>Expert level</u> of sophistication, ability to deal <u>effectively and innovatively</u> with complex theoretical material, and <u>integrating</u> theory and methodology innovatively)	
		Student demonstrated <u>lack of</u> competence in oral presentation of presents research study material and responding to questions about the dissertation	Student demonstrated <u>below average</u> competence in oral presentation of presents research study material and responding to questions about the dissertation	Student demonstrated <u>average</u> competence in oral presentation of presents research study material and responding to questions about the dissertation	Student demonstrated <u>excellent</u> competence in oral presentation of presents research study material and responding to questions about the dissertation	Student demonstrated <u>expert and sophisticated</u> competence in oral presentation of presents research study material and responding to questions about the dissertation	

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Dissertation Proposal Competency and Revisions Roadmap (11/2010)

		1	2	3	4	5	Rating
Core Competencies	Research and Evaluation	<u>No (or very limited)</u> integration of the scientific, scholarly, & theoretical knowledge base in the lit review .	<u>Minimal</u> integration of the scientific, scholarly, & theoretical knowledge base in the lit review .	<u>Average</u> integration of the scientific, scholarly, & theoretical knowledge base in the lit review .	<u>Superior</u> integration of the scientific, scholarly, & theoretical knowledge base in the lit review .	<u>Thorough & sophisticated</u> integration of the scientific, scholarly, and theoretical knowledge base in the lit review .	
		<u>Did not choose</u> appropriate methodology .	Choose appropriate methodology , lacks facilitation planning	<u>Choose appropriate methodology</u> and facilitation of method planning.	Choose appropriate methodology expertly .	<u>Choose and plans for innovation</u> of appropriate methodology expertly .	
		<u>No use of statistical</u> knowledge, when needed.	<u>Inappropriate</u> use of statistical knowledge.	<u>Appropriate</u> use of statistical knowledge.	<u>Expert</u> use of statistical knowledge.	<u>Innovative and thorough</u> use of statistical knowledge.	
	Assessment	Assessment strategies were (check all that apply) ___ not psychometrically sound ___ not theoretically appropriate ___ not comprehensive, ___ not planned for administering well	Assessment strategies were psychometrically sound, theoretically appropriate and comprehensive, with <u>some issues</u> in planning for administration.	Assessment strategies were psychometrically sound, theoretically appropriate, comprehensive with plan for <u>skillful</u> administration.	Assessment strategies were psychometrically sound, theoretically appropriate and comprehensive, with plan for <u>expert</u> administration.	Assessment strategies were psychometrically sound, theoretically appropriate and comprehensive, with plan for <u>innovative</u> administration.	
	Intervention (if applicable)	Intervention sessions with clients <u>not planned to be conducted</u> in a manner consistent with recognized best practices.	Intervention sessions with clients planned to be conducted in an inexperienced manner and/or inconsistent with recognized best practices.	Intervention sessions with clients planned to be conducted in an <u>average</u> manner consistent with recognized best practices.	Intervention sessions with clients planned to be conducted in an <u>expert</u> manner consistent with recognized best practices.	Intervention sessions with clients planned to be conducted in an <u>expert</u> manner consistent with recognized best practices and <u>innovation</u> .	
	Concentration (if applicable)	<u>Does not demonstrate</u> competence or appropriate knowledge of concentration	Demonstrated <u>average knowledge of concentration</u> , but lacked full competence.	Demonstrated <u>average</u> competence in their concentration , including: _____	Demonstrated <u>expert</u> competence in their concentration , including: _____	Demonstrated <u>expert and innovative</u> competence in their concentration , including: _____	

Committee Members' Revisions Roadmap

Ratings	Revision Needed: (please describe thoroughly)
Yes No	Note: Any and all ratings below a 3 above must be expanded on in the space provided below
IRB Issues	
Literature Review	
Hypotheses/Research Question(s)	
Data Collection Method	
Assessment Instruments	
Research Design	
Proposed Intervention (if applicable)	
Data Analysis Planned Methodology	
Other:	
Other:	
Other:	
Other Notes:	

Dissertation Proposal Approved: Committee Member: _____ Date: _____

Student Dissertation Proposal Self-Evaluation

(To be completed prior to proposal, discussed with chair)

Title of Project: _____

Committee Chairperson: _____ Committee Members: _____

The rating scale is as follows. Do not circle this first set of numbers, they are just definitions:

1 Less than acceptable, below minimal level of competence	2 Some significant problems	3 Expected Level of competency	4 Very good level of competence	5 Exceptional level of competence
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Competencies					
Ratings (circle one)					Notes
Ethics Competence					
1	2	3	4	5	
Individual and Cultural Diversity Competence					
1	2	3	4	5	
Research and Evaluation Competence					
1	2	3	4	5	
Assessment Competence					
1	2	3	4	5	
Intervention Competence					
1	2	3	4	5	
Professional Development Competence					
1	2	3	4	5	
Other:					

Students' Self-Evaluation Revisions Roadmap

Ratings			Revision Planned and/or Possible: (please describe thoroughly)
IRB Issues	Yes	No	
Literature Review			
Hypotheses/Research Question(s)			
Data Collection Method			
Assessment Instruments			
Research Design			
Proposed Intervention (if applicable)			
Data Analysis Planned Methodology			
Other:			
Other:			
Other Notes:			

Student Signature: _____ Date: _____