



STUDENT HANDBOOK

2021-2022

M. S. Program Counseling Psychology



Tennessee State University Department of Psychology

College of Education 3500 John A. Merritt Boulevard Nashville, Tennessee 37209

Contents

MASTER’S STUDENT HANDBOOK	3
I. INTRODUCTION TO THE COUNSELING PSYCHOLOGY PROGRAM	3
<i>History</i>	<i>3</i>
<i>Mission and Objectives</i>	<i>4</i>
<i>Program Faculty</i>	<i>5</i>
<i>The Students</i>	<i>6</i>
<i>The Graduates</i>	<i>6</i>
II. POLICIES AND OPERATING PROCEDURES	7
<i>Orientation for New Master’s Students</i>	<i>7</i>
<i>Town Hall Meetings</i>	<i>7</i>
<i>Program Brownbags</i>	<i>7</i>
<i>Student Representation</i>	<i>7</i>
<i>Financial Support</i>	<i>8</i>
<i>Psychological & Health Services</i>	<i>9</i>
<i>Change of Major or Concentration</i>	<i>9</i>
<i>Non-Degree Status Change.....</i>	<i>9</i>
III. ENROLLMENT POLICIES & RELATED ISSUES	10
<i>Academic Load.....</i>	<i>10</i>
<i>Graduate Assistantships</i>	<i>10</i>
<i>Thesis and Non-Thesis Tracks</i>	<i>10</i>
<i>Comprehensive Examination</i>	<i>11</i>
<i>Purpose of the Comprehensive Examination</i>	<i>11</i>
<i>Thesis</i>	<i>12</i>
<i>Time Limitations for Completing Degree Requirements</i>	<i>12</i>
IV. CURRICULUM.....	14
<i>General Information</i>	<i>14</i>
<i>Course Sequence</i>	<i>14</i>
<i>Registration</i>	<i>15</i>
<i>Licensure in TN</i>	<i>15</i>
V. RESEARCH REQUIREMENTS	16
<i>The Masters Thesis</i>	<i>16</i>
VI. PRACTICUM REQUIREMENTS.....	19
<i>Practicum.....</i>	<i>19</i>

VII. PROCEDURAL STEPS IN MASTER’S STUDY	20
Advisement.....	20
Transfer Credits	20
Candidacy and Program of Study	20
VIII. GRIEVANCE PROCEDURES AGAINST STUDENTS, FACULTY, PROGRAM, OR UNIVERSITY	22
Definition of Impairment	22
Sanctions	23
Due Process: General Guidelines.....	26
Due Process Procedures	27
IX. Summary Steps in Master’s Study.....	33
X. SPECIAL ISSUES AND CONCERNS.....	34
Libraries	34
Professional Organizations	34
Licensing	34
Letter Writing Policy for Letters of Recommendation	35
Forms.....	35
APPENDICES.....	36
<i>APPENDIX A: Recent Practicum Placement:</i>	<i>37</i>
<i>APPENDIX B: Subject: Harassment - Sexual, Racial, and Other</i>	<i>39</i>
Reporting Harassment.....	40
Affirmative Action Officer.....	44
<i>APPENDIX C: Frequently Asked Questions about Theses and Dissertations</i>	<i>45</i>

MASTER'S STUDENT HANDBOOK

This handbook is provided as a means of introducing you to the Masters Program in Counseling Psychology, Department of Psychology, College of Education, and to Tennessee State University. The handbook contains information about requirements, procedures, and guidelines which are essential to your training in the program. Please refer often to the departmental Web page for the most current policies, since policies are embodied in a living document in our process of improvement

I. INTRODUCTION TO THE COUNSELING PSYCHOLOGY PROGRAM

History

Tennessee State University began as a teacher training institution in 1909, and the graduate program began in the 1940's with the first degree awarded in June of 1944. Over the years, the psychology program has undergone many changes not only awarding undergraduate degrees in psychology but also the Master of Science Degree. The masters program has progressed through the years from a clinical program, guidance and counseling, and school psychology to offering the current M.S. degree programs of Psychology with concentrations in either Counseling Psychology or School Psychology, and Professional School Counseling.

In 1980 TSU was granted permission by the Board of Regents and the Tennessee Higher Education Commission to award the Doctor of Education Degree in Educational Psychology and Guidance with concentrations in Counseling and Guidance and School Psychology. By 1986, the title was changed to the Doctorate of Education in Psychology with concentrations in Counseling Psychology and School Psychology. In 1987, with the ultimate goal of accreditation by the American Psychological Association, the Counseling Psychology concentration was approved for inclusion in Designated Doctoral Programs in Psychology of the National Register of Health Service Providers in Psychology and the American Association of State and Provincial Psychology Boards. The title was changed a final time in 1996 to the Doctor of Philosophy in Psychology with concentrations in Counseling Psychology and School Psychology. The new designation as a Ph.D. program prompted the faculty to commit to continuous improvement with the resolve to achieve accreditation for the Counseling Psychology concentration. A curricular revision was begun in 1997, and full implementation occurred in the Fall of 1999. The application for APA accreditation was submitted in 1999 and the Counseling Psychology Program received APA accreditation on March 10, 2000.

Mission and Objectives

The philosophy of the Psychology Department at Tennessee State University is embodied in the concept that psychology is a discipline that contributes to the understanding of human behavior and experience. Graduate training in Counseling Psychology at TSU is based on the scientist-professional model. The integration of research and practice is a central theme of counseling psychology. Problems in professional practice stimulate the need for systematic inquiry through research, the results of which then lead to modification of both theory and practice. Housed within the Department of Psychology in the College of Education, the program provides training in psychological theory, research methodology and applied practice. The mission of the masters Counseling Psychology program is

to develop competent, ethical practitioners and facilitators of learning with a multicultural perspective capable of integrating science and practice in a variety of settings and modalities.

The curriculum in Counseling Psychology has been designed to provide students with a solid foundation in the discipline of psychology as it relates to counseling psychology, a broad range of competencies in research methodology, and the knowledge and skills required for professional practice including individual and group interventions. The specific goals of the master's program in counseling psychology are that:

- 1) Students develop competencies in counseling and psychotherapy theories (individual and group)
- 2) Students develop knowledge, awareness, and skills in multicultural counseling and become clinically able to practice effectively within a multicultural framework.
- 3) Students develop knowledge and skills in statistics and research methods
- 4) Students develop knowledge and skills in empirically validated treatments and utilize this knowledge to foster their clients' growth.
- 5) Students develop a positive professional identity
- 6) Students develop knowledge and sensitivity to the ethics and laws affecting the practice of psychology; and they apply these in their clinical work, research, consultations, and relationships with colleagues.

A commitment to multiculturalism and the change that comes with an awareness of differences as well as sameness is integrated throughout all coursework as well as all research and practice experiences. A

graduate of the program in Counseling Psychology is expected to be a professional with a code of ethics who is committed to a scientific orientation capable of promoting an understanding of diversity.

Program Faculty

The Counseling Psychology concentration has faculty members with diverse backgrounds and research interests. The core faculty associated with the concentration is:

<p>Campbell, James L., Ph.D. Oklahoma State University</p>	<p>Program Coordinator, M.S. Psychology Counseling Concentration</p> <p>Male gender role socialization; marriage and couple issues; children and adolescents.</p>
<p>Marie Hammond, Ph.D. (University of Missouri)</p>	<p>Career development of African Americans and STEM students; validation of career measures for African American students; mid-life career changes; personality and diagnosis/treatment of psychological disorders.</p>
<p>Esther M. Lynch, Ph.D. Tennessee State University</p>	<p>Relationship issues, integrated behavioral health, and trauma in marginalized populations.</p>
<p>Robin Oatis-Ballew, Ph.D. Howard University</p>	<p>Program Coordinator, Ph.D. Psychology Counseling Concentration</p> <p>Work-life balance; professional development of women; coping and career of African American women supervisors.</p>
<p>Brooke Rappaport, Ph.D. (University of Georgia)</p>	<p>Ally/accomplice/co-conspirator development; intersectional feminism; multicultural and relational supervision and training</p>
<p>Tiffany Williams, Ph.D. Cleveland State University</p>	<p>Training, supervision, wellness, and vocational psychology among diverse and marginalized populations.</p>

In addition to the core Counseling Psychology faculty, several other faculty within Tennessee State University and within the Nashville area community support our curriculum both in coursework and supervision responsibilities.

The Students

The students in the program are committed to their professional development in Counseling Psychology and are encouraged to take an active role in their own graduate training. The students represent a wide range of states and countries

The Graduates

Many graduates enter doctoral programs to continue their education. Graduates assume positions in mental health centers, hospitals and rehabilitation centers, and drug treatment programs. Many graduates seek licensure as Licensed Professional Counselor in the State of Tennessee.

II. POLICIES AND OPERATING PROCEDURES

Orientation for New Master's Students

Prior to the beginning of the Fall semester, all new graduate students are required to attend the Graduate School Orientation that is held for incoming students. This orientation is held by the Graduate School and contains important information about what students can expect to experience. Masters students are reintroduced to the core faculty, are given their advisor assignments, provided information on research teams and financial aid sources, and encouraged to voice any questions or concerns about any facet of the graduate program. The coordinator will provide a brief overview of the M.S. Counseling program and provide some initial advising regarding courses.

Town Hall Meetings

Graduate students and faculty meet once per semester to discuss general information, accreditation issues, and any concerns relevant to program management. Meetings are scheduled on days within each semester when the majority of students will be available to afford the greater opportunity of attendance to all students. **Town Hall attendance is required.**

Program Brownbags

Throughout the semester, there will be opportunities for Brownbag meetings. These meetings will cover specific professional development opportunities and the topics range from research opportunities to private practice and licensing concerns. These meetings occur no more than once per month. Meetings are scheduled on days within each semester when the majority of students will be on campus to afford the greater opportunity of attendance to all students.

Brownbag attendance is strongly recommended for all masters students.

Student Representation

One Counseling Psychology doctoral student (elected by peers each year by the Graduate Psychology Student Organization) serves as a representative to the Departmental Faculty, Counseling Psychology Committee, and Graduate Curriculum meetings. The student serves as a liaison between the faculty and students. Thus, students have the opportunity to give input into the decision-making arm of the

Department on such matters as curriculum, scheduling of courses, equipment, and general departmental needs through their representative. Attendance of the student representative is encouraged and supported by the entire faculty and serves the purpose of creating, within the Department in general and the Counseling Psychology program specifically, a stronger bond between faculty and students.

Although this representative is a doctoral student, you may ask to have the minutes of the meetings sent to you via your email address. This request should be given to the GPSO President, during a GPSO meeting.

Financial Support

A variety of sources of financial aid are available to master's students. The amount of stipend varies annually based on the funding source. Within the Department of Psychology, master's students are eligible to apply to graduate assistantships (GAs). The GA serve the double purpose of providing the College of Education with qualified persons to provide needed services while offering financial aid and relevant practical experience for graduate students. In order to be eligible for a GA, the master's student must have the ability to devote twenty (20) hours of service per week to the duties assigned, evidence of high academic achievement, and pursue studies on a full-time basis. These appointments provide an in-state tuition waiver and a basic stipend for 20 hours of work each week. Half-time assistantships are sometimes available. The student should clarify whether the graduate assistant appointment includes a tuition waiver prior to accepting. Applications for graduate assistantships are available on the Graduate School web page and should be filed with the Department Head.

Research assistantships (RAs) are also available in many of the federally funded research programs on the campus. The Department Head, Program Coordinator or Office of Research and Sponsored Programs can provide a listing of all funded researchers on campus. Notifications of vacancies are posted on the Departmental bulletin boards. Loan programs are available to students while in the program.

Both GAs and RAs are available to master's level and doctoral level students. Tennessee State University is an equal opportunity affirmative action employer. It is the policy of this institution not to discriminate on the basis of sex, race, age, color, religion, national origin, handicap or veteran status in admission or employment. Inquiries concerning this policy as well as charges of violation should be directed to:

Affirmative Action Officer
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

Psychological & Health Services

Psychological and health services are available through the University Counseling Services through the Office of Student Affairs and the Student Health Services. Referrals for private mental health practitioners can also be facilitated confidentially through the Program Coordinator.

Change of Major or Concentration

Students admitted to other majors who are interested in majoring in Counseling Psychology must apply formally through the regular Fall admissions cycle (beginning Fall 2005). They must be competitive with other applicants in the pool. A new program of study will be submitted if one has been filed previously. Counseling Psychology students interested in changing majors to another concentration within Psychology or another major in another Department, must notify the Psychology Department, the Counseling Psychology Program Coordinator, and the prospective department of the desire to transfer. The student must also file with the Graduate School a "[Change of Program](#)" Form (see [Graduate School website](#)).

Non-Degree Status Change

Those students who have entered the graduate School as **Non-Degree Seeking** students and who intend to become degree seeking in a program must file certain forms with the Graduate School before completing nine (9) hours. The current Graduate Catalog states: "Credits earned in the non-degree category are not ordinarily requirements for degrees. If, subsequently, a student **classified as non-degree is accepted** into a degree program, the student may by petition, if approved, carry forward not more than nine (9) semester hours of credit previously earned as a non-degree student". If any Non-Degree Seeking student desires to change his/her status to Degree-Seeking, he/she must complete a [Change Of Program or Personnel](#) form or an application for admission to the Graduate School, submit all required documents, and subsequently be accepted for admission to the graduate degree program by the Graduate Faculty in that unit, and by the Graduate School. Students may check their admission status in the Graduate School Office or with an instructor in whose class they are enrolled. **Non-degree students may take up to nine (9) hours pending admission to a degree program.**

III. ENROLLMENT POLICIES & RELATED ISSUES

Academic Load

Full-time enrollment in the masters program at TSU is nine (9) hours per semester. The maximum course load is twelve (12) hours a semester. In order for masters students to take more than 12 hours in one semester, they must get a recommendation from the student's advisor or Dean of the College of Education and approval of the Dean of Graduate Studies. While full-time enrollment is strongly supported by the faculty, **students are encouraged to consider the demands of the program and their external commitments prior to enrolling.**

Graduate Assistantships

To be eligible for a Graduate Assistantship, students must be unconditionally admitted to a degree program, enrolled full-time, and making progress toward the degree. To retain the Assistantship, the student must make at least a 3.0 cumulative grade point average. Graduate assistants are required to work approximately 20 hours per week (for a full time assistantship) in assignments such as research assistance or administrative assistance. Appointments provide a monthly stipend and most include tuition and fees. Masters Graduate Assistants are restricted to taking a maximum of twelve (12) hours a semester to fulfill the obligations of that assignment. Please consult the Graduate Catalog and/or the Department of Psychology Web page for more information.

Thesis and Non-Thesis Tracks

The program offers a Thesis and Non-Thesis Track. On both tracks, students are required to complete a 'capstone' project. **See Thesis and Non-Thesis sections below for more information.**

Generally, the Thesis track is recommended for students who plan to pursue doctoral studies or who are interested in research. On the other hand, the Non-Thesis track is generally recommended for students who plan to work in the field after completing the degree and/or students without a significant interest in research. Remember, these are general guidelines. Not all doctoral programs have a heavy research interest and not all practitioners are disinterested in research.

Students on the non-thesis route complete a Comprehensive Examination as their capstone project. Those who choose the non-thesis track will be required to successfully complete a comprehensive examination during the semester in which they intend to graduate. The non-thesis track currently requires 60 credit hours. Students on the non-thesis track take the required courses along with one (1) elective.

Students on the non-thesis route complete a Comprehensive Examination as their capstone project. Those who choose the non-thesis track will be required to successfully complete a comprehensive examination during the semester in which they intend to graduate. The non-thesis track currently requires 60 credit hours. Students on the non-thesis track take the recommended courses along with one (1) elective.

Comprehensive Examination

The Comprehensive Examination is a 4 hour exam designed to allow the student to demonstrate their integration of all the material learned during their educational time at TSU. Students are required to earn an average score of 70% or higher in order to pass the exam. The Comprehensive Examination should be taken during the semester the student plans to graduate. However, students should begin studying in advance. Students planning to take the Comprehensive Exam are also encouraged to form study groups and to meet regularly to prepare for the exam.

In order to register to take the exam, students must 1) have a current Program of Study on file and 2) complete the Comprehensive Examination Application to the Psychology Department the semester prior to when they intend to take the Comprehensive Examination.

Purpose of the Comprehensive Examination

The Comprehensive Examination is the capstone experience/project for students on the non-thesis track. It demonstrates competency in core areas of Counseling Psychology such as Ethics, Career Counseling, Theory, and Intervention. Proficiency in these areas is an indicator that a student is ready to function independently in the professional arena. Passing the Counseling Psychology Comprehensive Examination indicates that students have demonstrated competency and achievement in the core areas of the MS Counseling Psychology Program as defined by the program goals and objectives. We encourage students to spend significant time and energy preparing.

Thesis

On the Thesis track the capstone project is a research paper. Theses papers generally replicate an earlier study or seek to add new information to the available literature on a particular topic. Students on the Thesis track register for 3 semesters of Thesis (1 credit each semester) study beginning with the Summer term of their first year. Before registering for the Thesis course with a core faculty member, students **must spend at least one semester volunteering on the faculty member's research team (see "Research Requirements" below).**

Ideally, students will have volunteered on the same faculty member's research team for two semesters, as this can ensure greater familiarity with the research area, but only one semester is required. Students can only take Thesis credits with a faculty for whom they have volunteered in the research lab and can only pursue research topics related to that faculty member's area of interest (listed above). Students must meet with the core faculty member to discuss serving as the Chair of the thesis. When a professor agrees to Chair a student's Thesis project, the student should sign up for the Thesis course that that instructor is facilitating. Students who wish to take the thesis track and to complete a thesis, are required to enroll for Thesis Research (PSYC6540). After the initial enrollment, students enroll in the continuation section until the thesis is successfully defended. Completion of the thesis takes a minimum of two semesters: one semester for a formal proposal meeting which must be held prior to the collection of data and the next semester to defend the thesis. Once enrollment is begun in PSYC6540, continuous enrollment in PSYC6540 must be maintained **including summer terms** until after the thesis is successfully defended. The thesis track also requires 60 credit hours, but students who choose the Thesis track are not required to complete an elective.

Plans are currently underway through the School of Graduate Studies and Research to publish theses which would then be available through ProQuest, the same as dissertations are currently published. **Because your thesis research will then be available worldwide, the program expects greater quality in your work as well as your own pride in the quality of your research.** See more detailed information on theses on p. 11.

Time Limitations for Completing Degree Requirements

All requirements for the Master's degree must be completed within six (6) calendar years, beginning with the FIRST semester of enrollment in courses for graduate credit. Graduate courses taken more than six

(6) years prior to completion of all degree requirements must be repeated in order to be included in the credit hour requirement for the degree, except in certain substantiated cases of extreme hardship. Examples of extreme hardship might include:

1. Death or serious illness of a spouse/partner, child, or parent.
2. Serious illness of the student whether physical or mental.
3. Activation of military duty (e.g., National Guard) necessitating temporary relocation.
4. Pregnancy.
5. Financial hardship which prohibits the student from continuous enrollment due to the unavailability of personal funds, lack of federal loan approval, and lack of financial assistance at the university level.

If a student wishes to be granted this status, the student must submit a written request to the Program Coordinator not less than sixty (60) days after the last day of enrollment and provide appropriate documentation in keeping with Graduate School requirements supporting the necessity of the request. Financial hardship may be demonstrated by letters of denial from loan authorities and the University. If these requirements are fulfilled, the Program Coordinator, at the instruction of the Program Faculty, will provide a letter of support to the Dean of Graduate Studies and Research. Upon review of the letter and supporting documentation, the Dean of Graduate Studies and Research will consider if the documentation meets hardship status. Failure to make this hardship by any student not maintaining enrollment will be considered notification to the program that the individual is no longer interested in continuing in the program.

IV. CURRICULUM

General Information

The program is committed to training competent generalists in counseling psychology. The M.S. in Counseling Psychology is offered for students whose primary career goals are professional practice in settings that include private practice, counseling centers, hospitals, clinics or related settings, research, schools, and college or university teaching. The curriculum and prerequisites are listed in the Graduate School Catalog. **No prerequisite course may count toward completion of credit for the master's degree. Completion of these prerequisites is required before completion of the program.** Typically, students complete these undergraduate classes prior to entry into the master's program.

It is the master's student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's prior work to ensure that such undergraduate work has been completed and to recommend needed courses.

It should be noted that many master's courses are sequenced, and the vast majority of prerequisite courses are offered on an annual basis only. **Prerequisites are not waived. It is the master's student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's prior work to ensure that such graduate work has been completed and to recommend needed courses.**

Course Sequence

Year I

<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
5135 Personality Theories	5136 Abnormal Psychology	5190 Group
5040 Statistics & Methodology	5140 Statistics & Computer Apps.	5640 Lifespan Development
5070 Professional Issues & Ethics	5170 Counseling Theory	5270 Vocational Theory & Testing
5120 Tech of Counseling	5580 Multicultural Counseling	Elective (Non-Thesis option)

Year II

Fall	Spring
5030 Biological Bases of Behavior	6130 Social Bases of Behavior
6430 History & Systems of Psychology	5060 Cognitive & Affective Bases of Behavior
5570 Individuals, Couples & Families	6590 Test and Measures
6505 Practicum	6506 Practicum
Thesis (thesis Option)	Thesis (thesis Option)

Registration

Students are required to meet with their advisers each semester prior to enrolling for courses. All registration should occur via the Banner system in MyTSU. The schedule for registration must be followed closely as it is only possible to register at the times specified in the Timetable. It is the student's responsibility to meet fee payment deadlines to avoid registration cancellation. If students have any difficulty registering courses, they must make contact with their faculty advisor to clarify any issues and to begin the process of resolving any errors.

Students are required by the Graduate School to maintain a 3.0 GPA. **Failure to maintain a satisfactory GPA or earning a grade of "C" or below more than twice in the life time of the program will result in dismissal from the Graduate School.**

Licensure in TN

The state of Tennessee requires 60 hours of MS coursework for licensure as an LPC. If you are interested in becoming licensed in TN, be sure to visit <https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board.html> for more information.

V. RESEARCH REQUIREMENTS

Research training in the master's program is a cumulative experience. Beginning with the basic research course work, and culminating in the optional thesis, numerous opportunities exist to be involved in both theoretical and applied research at progressively independent levels within concentrations and the Department of Psychology. The faculty conducting regular research teams welcomes students interested in collaborating on all levels in areas of research interest. During New Student orientation and the first Town Hall of the year, faculty members present their research interests and solicit participation on research teams.

[The Masters Thesis](#)

[See [Appendix C](#) p. 44 for Answers to Frequently Asked Questions]

Students may not enroll in Thesis until the semester after being admitted to candidacy for the Master's degree (the Summer term of students' first year). With the consultation of the student's advisor, the student should speak with a core Counseling Psychology faculty member about joining the faculty member's research team. The student may only select as his or her Thesis Chair someone for whom they have volunteered for at least one, semester. The Thesis Chair may or may not be the academic advisor but must be a core faculty member of the Counseling concentration with three (3) years of Graduate Faculty status. In conjunction with the Thesis Chair, the student selects the thesis committee and it is approved by the Department Head, Dean of the College of Education and Dean of the Graduate School. The thesis committee members must hold Associate or Full Graduate Faculty status as stipulated by the Graduate School and should have familiarity with the literature in the student's area of interest, or expertise in the student's methodology. The thesis committee, in addition to the Chair, consists of three members, two from the Department of Psychology and the third member who is a faculty member from outside the Department of Psychology who acts as the Graduate School Dean's representative to the committee. **Students must select a research topic that is in the Thesis Chair's area of expertise. Once a research topic for the thesis has been identified, the candidate (student) submits the proposed title and the names of the research chair and thesis committee to the Department Head in order to establish a committee.** The Dean of the Graduate School formally appoints the Chair and committee members. [The form to initiate the appointment](#) of the fourth member and which outlines the research proposal is available on the Graduate School web page.

The thesis committee has the responsibility for helping the candidate plan the research project and advising the candidate concerning the quality of the proposed study and other factors, e.g. human subjects issues. The adequacy of a proposal is judged, in general, by its contribution and relevance to the field of **Counseling Psychology** and by its clarity of conception and language.

Two publications guide the thesis. The *Publications Manual* of the American Psychological Association is the official style and format guide for all dissertations emanating from the Counseling Psychology Program [always use the latest edition of the manual]. The Graduate School publishes a booklet of requirements for dissertations [[Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers](#)], which is available from the Graduate School upon request. **Again, be sure to have the latest version in hand.**

Once the thesis title has been approved, it is common practice to submit portions of the thesis as they are completed to the candidate's full committee for feedback and constructive criticism. The candidate, upon completion of the first three chapters of the thesis and with the approval of the research chair, shall convene a proposal presentation meeting with the thesis committee. The candidate and the committee shall discuss any issues relevant to the proposal at this time. When the research chair deems that **the proposal is ready, the proposal should be given to the committee not later than 10 working days prior to the date of the proposal meeting.** At the end of the Proposal Meeting, each member may signify approval of the proposal by signing the signature page (see Graduate School web page for format) provided for this purpose. A copy of the signature page of the approved proposal accompanied by a copy of the proposal will then be transmitted to the Graduate School.

The candidate is required to submit a Human Subject's Form upon approval from the thesis committee to the Chair of the University Institutional Review Board (IRB). The form is available on line through the Office of Sponsored Research. The IRB examines proposals for compliance with current directives regarding human subjects, animals and ethical conduct. When the proposal has been approved by the candidate's committee and the IRB, official permission will be granted to pursue the study described in the proposal. However, the student should understand that approval of the proposal does not constitute approval of the thesis. Any major changes in the design of the proposal must be approved by the appropriate committees. **The student must retain the IRB confirmation letter for inclusion in the thesis appendices.**

You must register for PSYC 6540 Thesis Research for at least two terms after the term in which the Candidacy for the Master's Degree has been filed. The first semester that you register for PSYC 6540, you will register for the section number of your research chair. A reduction in fees for thesis registration occurs the second time a student registers, at which time the student registers for the "Thesis Continuation" section of PSYC 6540. Upon enrolling in PSYC 6540, continuous enrollment in PSYC 6540 must be maintained including summers until the thesis is successfully defended. **A break in registration will result in "I" grades for Thesis hours becoming grades of "F."**

When the chair of the thesis committee determines that the thesis is completed, you should contact all members of the thesis committee for scheduling the thesis defense. **Again, your committee is to be given 10 working days to read the thesis. They are also to be given a letter stating that they have the right to contact your chair directly to cancel the defense if they do not believe the thesis is defensible at this time. Cancellations should be received not later than 48 hours prior to the defense time.** When the defense time has been determined, the Dean of the College of Education should be informed and the College of Education Conference Room, 126 Clay Hall, should be scheduled by the Chair. **Notification of defense is a public meeting and should be posted throughout the College.**

The defense (or Oral Examination) is two (2) hours in length and is conducted by the Thesis Committee. The committee will make suggestions, ask questions, attempt to detect errors, and determine whether the thesis is indeed in final, acceptable form. If the thesis is acceptable, that is, if the candidate passes the thesis defense, he or she is to be congratulated. At that time, the candidate has **15 days** to make corrections and alterations required by the committee. It is the student's responsibility to be familiar with all deadlines established by the Graduate School for turning in examination copies, final copies, applications, etc. and to meet all Graduate school deadlines and requirements. Again, students are reminded that they must obtain a copy of the most current Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers. This document is available through the Graduate School.

VI. PRACTICUM REQUIREMENTS

Practicum

The program offers two courses, PSYC 5120 and PSYC 5580, in preparation for your practicum sequence. PSYC 6505 and PSYC 6506 practicum is a supervised, planned, practical experience completed near the end of the education process in a clinical setting and consists of observing and applying principles, methods, and techniques learned in your training program. The practicum experience is a two, consecutive semester requirement which entails minimum of 300 clock hours per semester which is approximately 16-20 hours per week basis during an academic semester.

Additionally, 125 (of the 300) hours each semester should be in direct client contact. Practicum sites require these hours to be completed during their typical working hours when a supervisor is available. As a result, you will need make plans (such as taking off from your job if you work or finding adequate childcare if you have children) to accommodate the requirements of practicum. The practicum is required by both the training program and licensing boards for the purpose of advancing applied skill development.

Since there are limited practicum sites in Nashville and/or in the immediate area, it is imperative that you follow the suggestions of the Practicum Coordinator in the timeline of application and setting interview appointments. It is not beneficial to applicants if everyone applies to the same program; therefore, the Program Coordinator and other core faculty will work with students to facilitate choices and encourage a supportive environment in this taxing endeavor. Recent practicum placements are listed in [Appendix B](#).

VII. PROCEDURAL STEPS IN MASTER'S STUDY

Advisement

Each student is assigned an academic advisor at the time of admission. The academic advisor may help plan the student's program of study, assist with registration, help plan how to meet practicum requirements, and monitor the student's progress.

As students become acquainted with the academic and research interests of various faculty members, they may wish to change advisors. In this case, they should obtain the agreement of the new advisor and ask the Program Coordinator to submit a Request for Change of Program or Personnel to the Department Head.

Transfer Credits

Students may transfer a maximum of twelve (12) semester or eighteen (18) quarter hours of graduate credit from another accredited college or university. The course work being considered for transfer must be evaluated by the Program Coordinator, Dean of the College of Education, and the Dean of the Graduate School. Only courses in which the student earned grades of "B" or better will be considered for transfer. Credits earned in partial fulfillment of a previous completed degree program at Tennessee State University or any other institute may not be transferred or used for credit in another degree program. Regardless of the number of credits transferred, students in the Counseling Psychology concentration must complete all the required courses, or those courses determined by the faculty to be equivalent to the required courses.

Candidacy and Program of Study

Admission to candidacy is an important step in the student's progress toward a degree. This step indicates that the student has successfully completed an important portion of his/her graduate studies, has outlined the remainder of his/her program of study, is considered a capable graduate student and is viewed as a worthy candidate for an advanced degree in his/her field of specialization.

Recommendation for candidacy, therefore, is based upon performance on admission tests, completion of prerequisite courses, class work, and professional behavior. Performance in core courses and

major field courses is deemed significant. Students must apply for admission to candidacy **after** they earn at least nine (9) semester hours of graduate credit **BUT BEFORE** having earned fifteen (15) credit hours.

The Program of Study and Advancement to Candidacy form should be completed in consultation with the advisor, signed by the appropriate persons and returned to the Graduate School. Changes in the approved Program of Study require the written approval of the adviser and the Dean of the Graduate School. The Change of Program or Personnel form may be obtained from the Psychology Office or the Graduate School.

When the student has completed the nine (9) semester hours of graduate credits with a cumulative grade point average of 3.00 and has removed all incomplete (I grades) from the permanent record in the Office of Admissions and Records, and met any admissions conditions, the student is ready to be admitted to candidacy.

The student who is not advanced to candidacy will not be allowed to take additional course work. Students who have been conditionally admitted to the master's program must satisfy all stipulated conditions by the time a Program of Study is filed or prior to accumulating a maximum of 15 graduate hours. A test score condition must be met within the first semester of enrollment of courses for graduate credit. A maximum of 15 hours of graduate work will be counted toward the degree when admission requirements are met.

Courses taken after the term in which the fifteen (15) hours were completed may not apply toward the completion of the requirements for the degree. No student will be permitted to graduate the same semester in which Candidacy is achieved. **It is the primary responsibility of the student to be familiar with the policies and regulations governing advancement to candidacy.**

VIII. GRIEVANCE PROCEDURES AGAINST STUDENTS, FACULTY, PROGRAM, OR UNIVERSITY

Conflict is a normal, healthy and positive force in a master's student's life although at times it may not be experienced as such. If understood and examined closely, conflict can be a positive force. The Counseling Psychology core faculty and graduate students settle issues in dispute by mediation. Mediation is the intervention of a neutral third party, who intervening at the request of the parties, assists the parties at dispute in finding their way through the dispute through equity and consensus.

If a problem arises between a student and faculty member, the student should first seek to resolve the matter informally with the department member involved. If discussing the matter with the faculty member does not resolve the issue involved, the Program Coordinator may act as a third party to facilitate resolution. If the Program Coordinator is not available or if she/he should be a party to the dispute, the Department Head may assist with the grievance.

Grievances arise in various forms:

1. **Formal grade appeals must be filed within thirty days of the end of the semester.**
2. The University has a formal grievance policy related to "Harassment -Sexual, racial and other"--TSU Policy No 5:06, if these informal measures are not successful.
There are no time restrictions for the filing of these grievances. The policy is attached in [Appendix C](#)
3. In the event that a student enrolled in the program is identified to have problems/impairment by a faculty member or practicum supervisor, the following guidelines based on the general regulation on student conduct and disciplinary sanctions (TBR Policy 3:02:00:01) will be followed.

Definition of Impairment

A problem is defined as a behavior, attitude, or other characteristic which, while of concern and requiring remediation is not excessive or outside the domain of behaviors for professionals in training. A problem is frequently an issue of incompetence in acquiring the necessary skills to perform as a professional. A problem can normally be ameliorated with remediation. Remediation for a problem might entail the repetition of a course such as pre-practicum in order to acquire the basic level of skills in order to function in direct service delivery. Impairment, however, is present when interference in professional functioning is reflected in one or more of the following ways:

1. the student exhibits an inability or unwillingness to acquire and integrate professional standards into his/her behavioral repertoire,
2. an inability to acquire professional skills necessary for acceptable levels of competency,
3. an inability to control personal stress, psychological dysfunction, or to cope with emotional reactions that interfere with professional functioning.

Problems typically become defined as impairments when they include one or more of the following characteristics:

1. the student does not acknowledge or address the problem when it is identified;
2. the problem does not merely reflect a skill deficit, which can be remedied through typical training procedures;
3. the quality of academic course work, practicum or internship services delivered by the student is negatively affected by the impairment;
4. a disproportionate amount of attention by faculty and other training personnel and or training time is devoted to dealing with impairment;
5. the problem is not restricted to one area of professional development;
6. the student's behavior does not change because of feedback, remediation efforts, or time

Sanctions

To ensure your constitutional rights to due process, the following procedures are implemented if your actions within the program draw into question the confidence of the faculty to continue your current training:

1. *Verbal Warning* emphasizes the nature of the problem and requests that the student discontinue the behavior under discussion. No record of this action is kept in the student file but will be logged with the Program Coordinator's records.
2. *Written Acknowledgment* that formally acknowledges:

- (a) that the Program Coordinator is aware of the concern with the presenting problem.
 - (b) the concern has been brought to the attention of the student.
 - (c) that the Program Coordinator and/or practicum supervisor and Training Director (if appropriate) will work with the student to rectify the problem or skill deficits, and
 - (d) that the behaviors associated with the concern are not significant enough to warrant more serious actions as agreed upon by the core faculty. This written acknowledgment will be removed from the student's file if the student responds to the concerns and the student successfully completes the academic program.
3. *Written Warning* is a written communication of warning to discontinue the inappropriate action or behavior. This letter will be kept in the student's file. Consideration may be given to removing the letter at the end of the academic year by the Program Coordinator in consultation with the student, the student's academic advisor, department head, practicum supervisor, and other relevant training personnel. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute
4. *Schedule Modification* is a time-limited remediation-oriented closely supervised training period for the student. The purpose of the schedule modification is to return the student to a more fully functioning state. Depending upon the nature of the concern, the schedule modification is instituted when the first three sanctions do not appear to remedy the situation. A schedule of modification may be instituted at the time of a written acknowledgement or a written warning. This period will include more closely scrutinized supervision conducted by the faculty advisor and the regular practicum or internship supervisor (if the student is enrolled in practicum) in consultation with the Program Coordinator and the practicum supervisor (if appropriate). The final termination of the schedule modification period will be determined by Program Coordinator in consultation with the advisor, the regular practicum supervisor, the practicum training director, the Department Head, and the student.
5. *Probation* is defined as a designated time within which the Program Coordinator actively monitors the student's performance and evaluates the degree to which the student rectifies behaviors responsible for the unacceptable evaluation. The probation notice specifies: (a) the identified skill deficits; (b) recommended remediation; (c) the time allotted for addressing the

problem; and (d) the procedures for evaluating whether the problem has been rectified. The probation notice is issued to the student and the practicum or internship site (if the student is on practicum or internship). If the Probation Period interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.

6. *Limitation of Direct Service Activities* means that it has been determined by the practicum site or by the core faculty that the welfare of the student or client or consult has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Program Coordinator in consultation with the student's practicum supervisor, the student's advisor, the Department Head, and the student. Limitation of direct service activities may be initiated at the time of a written acknowledgment or written warning and in combination with a schedule modification. At the end of the suspension period, evaluation by the student's advisor will assess the effective functioning of the student. If the Limitation of Direct Service Activities interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.
7. *Administrative Leave* involves the temporary withdrawal of all privileges in the academic program. This suspension may be initiated by the Program Coordinator, the academic advisor or the practicum supervisor in conjunction with the practicum site Training Director. The suspension will become effective immediately upon notification to the student. Conditions will be imposed regarding amelioration of the nature of the violation, including remedial measures. A date will be set for a special review meeting of the Program Coordinator, the practicum supervisor and training director, the Department Head, and the student to evaluate progress made. If the Administrative Leave interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.
8. *Dismissal from the Program* involved the withdrawal of all program privileges on a permanent basis. Either program suspension or dismissal would be invoked in cases of severe violation of the APA or ACA Code of Ethics, or when imminent harm to self or others either physically or psychologically is a major factor or the student is unable to complete the program due to the student's emotional health.

Due Process: General Guidelines

Due process ensures that the decisions made by the program faculty or in conjunction with the practicum or internship facility staff are not arbitrary or personally biased. This requires the program identify specific evaluative procedures that are applied to all trainees and have appropriate appeal procedures available to the student. General due process guidelines include:

1. presenting the student, in writing, the program's expectations related to professional functioning;
2. stipulating the procedures for evaluation, including when and how they will be conducted. Such evaluation should occur at meaningful intervals;
3. articulating the various procedures and actions involved in making decisions regarding impairment;
4. communicating, early and often, with practicum and internship sites about any suspected difficulties with practicum or internship students and when necessary, seeking input from these sites about how to address such difficulties;
5. instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
6. providing a written procedure to the student that describes how the student may appeal the program's actions. Such procedures are included in this document.
7. ensuring that the students have sufficient time to respond to any action taken by the program;
8. using input from multiple professional sources when making decisions or recommendations regarding student impairment (e.g., consultation with other training programs and /or the practicum or internship site);
9. documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

A. Review Panel and Process.

1. A review panel will be convened by the Department Head. The panel will consist of three faculty members selected by the Department Head with recommendations from the Program Coordinator, the advisor, the practicum Training Director (if student is currently on practicum or internship), and the student. The student retains the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within five days of the convening of the review panel, a hearing will be conducted, in which the challenge is heard, and relevant material presented. Within three days of the completion of the review, the Review Panel submits a written report to the Department Head, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote. The student is informed of the recommendations by the Department Head.
3. Once a decision has been made, the student, the student's practicum site (if applicable), and other concerned individuals are informed by the Department Head in writing of the action taken.

B. Procedures for Responding to Inadequate Performance by a Student. If a student receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a faculty member has concerns about a student's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The faculty member or other training personnel will consult with the Program Coordinator to determine to proceed and/or if the behavior in question has been rectified.
2. The Program Coordinator will consult with the advisor and the primary supervisor and/or Training Director of the practicum or internship site if applicable to determine to proceed and/or if the behavior in question has been rectified. If the student is on internship outside of the local area, conference calls will be used to address the concerns.
3. If the Program Coordinator, the advisor and other appropriate training personnel determine that the alleged behaviors in the complaint, if proven, would constitute a serious violation, the

Program Coordinator will inform the faculty member or other training personnel who initially brought the complaint.

4. The Program Coordinator will discuss the rating at a closed meeting with the area faculty.
5. The Program Coordinator will meet with the Department Head and the practicum or internship Training Director (if applicable) to discuss the concerns and possible courses of action.
6. The Program Director will then meet with the student to review the concerns and the course of action that will be implemented. This meeting will include the student's advisor. If the student accepts the decision and implementation occurs, the student's practicum or internship site (if applicable) will be notified in writing.
7. The student may choose to accept the conditions or may choose to challenge the action.

The procedures for challenging the action are presented below in Section C: Grievance Procedures of this document.

C. Grievance Procedures. The Grievance Procedures can be initiated in three situations when:

1. *Student Challenges.* If the student challenges the action taken by the Program Coordinator, as described in Section B, the student must, within 5 days of receipt of the Program Coordinator's decision, inform the Program Coordinator, in writing, of such a challenge. Upon the receipt of this notification, the Program Coordinator will consult with the Department Head and will implement review panel procedures as described above.
2. *Continuation of the Unacceptable Rating.* If the Program Coordinator determines that there has not been sufficient improvement in the student's behavior to remove the unacceptable rating under the conditions stipulated in Section II, then the Program Coordinator will discuss with the advisor, the Department Head, the primary practicum or internship supervisor and Training Director (if applicable) possible courses of action to be taken.
 - a. The Program Coordinator will communicate in writing to the student that the conditions for revoking the sanction have not been met. This written communication will include the course of action the Program Director has decided to implement. These courses of action may include any one of the following methods;

- (1.) a review panel may be convened;
 - (2.) continuation of the sanction for a specified time period;
 - (3.) suspension whereby the student is not allowed to continue engaging further coursework until there is evidence that the behavior in question has improved;
 - (4.) suspension whereby the student is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved;
 - (5.) communication which informs the student that the Program Coordinator is informing the Department Head that if the student's behavior does not change, the student will not complete the program; and/or
 - (6.) communication that informs the student that the Program Coordinator is recommending to the Department Head that the student be terminated immediately from the academic program.
- b. Within 5 working days of receipt of the Program Coordinator's determination, the student may respond to the action by
- (1.) accepting the action or
 - (2.) challenging the action.
- c. If a challenge is made, the student must provide the Program Coordinator, within 5 days, information regarding why the student believes the action is unwarranted
- d. If the student challenges the action, a Review Panel will be formed, and procedures will *be implemented as described above.*
3. *Student Violation. If a faculty member or practicum primary supervisor or Training Director has a specific student concern that is not resolved by the Program Coordinator, the faculty member or practicum/internship primary supervisor or Training Director may seek resolution through formally requesting in writing to the Program Coordinator a review of the student's behavior. Within 3 working days of receipt of the faculty member or practicum primary supervisor or Training Director's notification, the Program Coordinator will consult with the Department Head and the Review Panel as described above will be formed.*

D. Remediation Considerations. It is important to have meaningful ways to address impairment once it has been identified. In implementing the remediation or sanction interventions, it is important to be sensitive to the needs of all parties involved, and mindful of the balancing of the needs of the impaired or problematic student, fellow students, faculty members, practicum training personnel, and any clients involved. Several possible, and perhaps concurrent courses of action designed to remedial impairments include but are not limited to:

1. increasing supervision with the same or other supervisors in the practicum setting,
2. change in the format, emphasis, and or focus of supervision in the practicum setting,
3. recommending personal therapy. This recommendation is made in a way that all parties involved have clarified the manner in which therapy contacts will be utilized in the student's evaluation process;
4. reducing the student's clinical or other workload in the practicum/internship setting or academic workload;
5. Alternatively, recommending, when appropriate a leave of absence from the academic program, the practicum setting, or a second practicum in another setting.

When a combination of the above interventions does not, after a reasonable time period, rectify the impairment, or when the student seems unable or unwilling to alter his/her behavior, the Program Coordinator may need to take more formal action, including such action as:

1. communicating to the student, program faculty, and the practicum/internship setting that the student has not successfully completed the academic program,
2. recommending and assisting in implementing a career shift for the student, and/or
3. other sanctions as described above including terminating the student from the program.

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

E. Guidelines for Implementing Decisions

1. Once the final decisions have been made based on the Review Panel findings, the Program Coordinator meets with the students to review the decisions made and specify remediation procedures.

2. Any formal action taken by the Program is communicated in writing to both the student and any applicable practicum/internship settings. This notification indicates the nature of the problem, a rationale for the implementation of the remediation procedures and the specific steps which are to be taken.
3. When necessary, the status of the student's remediation efforts are reviewed within a designated time period no later than the next formal evaluation periods. This review is made by the Program Coordinator, the academic advisor, and other area faculty in conjunction with input from practicum training personnel as applicable. The Department Head is informed of the student's status on a regular basis.
4. The outcome of the review is communicated in writing to the student, the practicum site if applicable, and the Department Head.
 - a. Continue probation for a specified time period.
 - b. Suspend participation in designated coursework.
 - c. Suspend participation in designated professional activities, particularly those involving direct service.
 - d. Issue written notification to the student and the practicum/internship setting, if applicable, that if the behavior does not change, the student will not successfully complete the program.
 - e. Issue written notice to student and the practicum/internship setting, if applicable, that the Program Coordinator in conjunction with the area faculty is recommending to the Department Head that the student be terminated from the program.

F. Appeal procedures. Within ten (10) days of the communication of an acknowledgment notice, probation, or temporary suspension, the student may submit a letter of appeal to the Program Coordinator to present refuting evidence regarding the evaluative decision made. After such an appeal is written, the Program Coordinator will meet with the student, and if deemed necessary by the Program Coordinator, with any party who may be able to provide relevant information. The Program Coordinator will determine what action is then appropriate.

The student at any time in the following ten (10) working days may appeal the Program Coordinator's decision to the Department Head. The student may also request a personal interview with the Department Head. The decision of the Department Head is final.

IX. Summary Steps in Master's Study

The major steps in master's study in counseling psychology are:

1. Application for Admission
2. Notification by the College of Graduate Studies & Research of admission to master's study.
3. Attend Graduate School and Counseling Psychology Orientation.
 - Consult with Advisor after Admission to enroll.
 - Plan to meet residency requirements.
 - Discuss applicable credit for previous graduate work.
 - Participate in Town Hall Meetings.
 - Participate in Program Brownbag Meetings
4. File Program of Study with your advisor, after completing 9 credit hours and before completing 15 credit hours.
 - All undergraduate prerequisites must be completed by this time.
5. Register for Thesis research under thesis chair's section (if completing Thesis option).
 - Form thesis committee and have committee formally appointed.
 - Develop thesis proposal.
 - Submit copy of approved proposal to the Graduate School with copy of Proposal signature sheet and submit proposed research to University IRB.
6. Successfully propose your thesis.
7. Receive IRB approval and commence data collection.
8. Complete Thesis Research
 - Defend Thesis
 - File Thesis with the Graduate School Dean by sign in date
 - Make corrections & have Thesis edited by external editor.
 - Deposit required number of unbound copies of the thesis (both plain and watermark) with the Graduate School.
9. Finalize graduation plans
 - Complete necessary forms (See Graduate School calendar and web site for deadlines for forms.)
 - Pay fees

X. SPECIAL ISSUES AND CONCERNS

Libraries

Library facilities at TSU and all TBR facilities are available to TSU students as a whole through the ATHENA Project. During the thesis stage, unlimited free access to the Vanderbilt Education library is available. To obtain privileges, your advisor must provide a letter verifying your status as a graduate student. All Vanderbilt libraries are available on a read only basis throughout the graduate program for a small monthly fee.

Professional Organizations

Students are encouraged to participate in professional associations such as the American Counseling Association, the American Psychological Association, the Nashville Area Psychological Association, the Southeastern Psychological Association, the Tennessee Counseling Association and the Tennessee Psychological Association. Most of the professional organizations have reduced membership fees for students. These rates can usually be obtained by presenting an application with a faculty endorsement.

Graduate students are encouraged to actively attend colloquia and Town Hall and Brownbag meetings with the faculty. In addition to these meetings, there are two special meetings:

- 1) New Student Orientation in the Fall Semester;
- 2) and Practicum Orientation for students applying for practicum placement normally held early in the Spring Semester.

Licensing

In Tennessee, there is master's level licensure for Licensed Psychological Assistant (LPA), Licensed Professional Counselor (LPC), Licensed Professional Counselor (LPC) with Health Service Provider designation, Marital & Family Therapists (MFT), and Clinical Pastoral Therapists (CPT). License eligibility requires 60 course credit hours at the Master's level. Students who successfully complete the Thesis or non-Thesis option will meet all education requirements for the LPC with and without MHSP designation. Students can obtain information about the licensing process by accessing the State of Tennessee Webpage at <https://www.tn.gov/health/health-program-areas/health-professional-boards.html>

These licenses in the State of Tennessee require the satisfactory completion of either the Examination for Professional Practices in Psychology (EPPS) for the LPA, NCE for the LPC or other appropriate exams for other licenses. **It is essential to allot adequate time to study for this examination. Failure to pass this examination reflects negatively upon TSU, your program, and you.**

Letter Writing Policy for Letters of Recommendation

Members of the Counseling Psychology Program faculty consider it both appropriate and desirable for program faculty to write letters in support of our master's degree students in their seeking admission to doctoral study in other programs as well as the TSU doctoral program. A student is advised, however, to request only one member of the program faculty to write a recommending letter. Other letters should represent the endorsements of employers, supervisors of field practica, and other persons external to the counseling psychology program. If a member of the counseling psychology faculty agrees to write a letter, the faculty member should inform the requesting student that he/she will abstain from any decision making activity concerning the student's application for admission to the TSU doctoral program

Forms

Numerous forms are used by the Master's Program in Counseling Psychology, Department of Psychology, College of Education, Graduate Office, and University to serve the various needs of the student. Below is a list of some of the forms you will need from making application for admission to application for graduation. The appropriate forms can be secured either by assessing the Web page at <https://www.tnstate.edu/graduate/forms.aspx>, picking them up in the Graduate Office, or getting them in the main office of the Department of Psychology.

- [Graduate School Application](#)
- [Graduate Assistantship Application](#)
- [Graduate Fellowship Application](#)
- [Reference Form](#)
- [Residency Classification Form](#)
- [Change of Program and Personnel](#)
- [Transfer of Credit](#)
- Program of Study for M.S. in Psychology [Concentration in Counseling Psychology]
- [Thesis Committee Appointments](#)
- [Report of Thesis Proposal Meeting](#)
- Application for Practicum
- [Report on Oral Defense of Thesis](#)
- [Application for Graduation](#)

APPENDICES

RECENT PRACTICUM PLACEMENT

AGAPE

4555 Trousdale Drive Nashville, Tennessee 37204
615-781-3000

Austin Peay State University Counseling Center

524 College St. Clarksville, TN 37044
John DeMarzo, LPC-MHSP Training Coordinator
P.O. Box 4564 Clarksville, TN 37044
(931) 221-6162 demarcoj@apsu.edu

Center of Excellence for HIV/AIDS

General/Meharry Medical Surgical Clinical

Crockett Academy

Middle TN Mental Institute
221 Stewarts Ferry Pike, Nashville, TN 37214
(615) 902-7400

Cumberland Heights

8283 River Road Pike Nashville, TN 37209

DeBerry Special Needs Facility

Department of Corrections
7575 Cockrill Bend Industrial Road Nashville, TN 37209-1057
Dr. Amini Azimi (615) 350-2700

Domestic Violence Center

1423 Kensington Square Ct, Murfreesboro, TN 37130
(615) 896-2012

Elam Center, Meharry Medical College

1215 21st Avenue South
Nashville, TN 37232
Dr. Bailey, Dr. Lockert (supervisor)
(615) 936-3195

RECENT PRACTICUM PLACEMENT

Friendship Community Outreach – RISE Program

1703 Jo Johnston Ave, Nashville, TN 37203
(615) 889-3898

Mental Health Cooperative

(Mobile Crisis Unit)
275 Cumberland Bend, Nashville, TN 37228
615) 726-0125

Middle Tennessee Mental Health Institute

Joyce Kovacs, LCSW, Chief Executive Officer
221 Stewarts Ferry Pike Nashville, TN 37214
(615) 902-7400

Penny Royal Mental Health – Kentucky

3999 Fort Campbell Blvd, Hopkinsville, KY 42240
(270) 881 9551

Tennessee Christian Medical Center

320 Hospital Drive Madison, Tennessee 37115
(615) 891-2105

APPENDIX B:

**TSU Policy No. 5:06 (Ref. TBR Policy No. 5:01:02:00
(Ref. TBR Guidelines No. P-080)**

Subject: Harassment - Sexual, Racial, and Other

Sexual harassment and racial harassment constitute a form of discrimination prohibited by Title VII of the Civil Rights Act of 1964), as amended, and Title IX of the Educational Amendments of 1972. Other types of harassment are prohibited by applicable law. The University may be held liable pursuant to Title VII and/or lose federal funds pursuant to Title IX for failure to properly investigate and remedy claims of sexual or racial harassment. Fair and prompt consideration shall be given to all charges of such harassment in accordance with the procedures set forth below. These procedures may be used by any employee, applicant for employment, racial or other forms of harassment.

Sexual harassment. Generally, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when one of the following criteria is met:

1. submissions to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or of the individual's status in a program, course, or activity;
2. submission to or rejection of such conduct by an individual is used as a basis for employment decisions, a criterion for evaluation, or a basis for academic or other decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience or creating an intimidating, hostile, or offensive work or educational environment.

Whether the alleged conduct constitutes sexual harassment depends upon the record as a whole and the totality of the circumstances, such as the nature of sexual advances in the context within which the alleged incident occurred.

Racial harassment. Generally, racial harassment is defined as any person's conduct which unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile, or offensive work or educational environment. Harassment on the basis of race, color, or national origin includes offensive or demeaning treatment of an individual, where such treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual because of his/her race, color, or national origin. Title VII requires employers to take prompt action to prevent bigots from expressing their opinions in a way which abuses or offends their coworkers.

Other harassment. Generally, harassment on the basis of religion, handicap, or other protected status includes any conduct which has the purpose or has the reasonably foreseeable effect of interfering with an individual's academic efforts, employment, or participation in institutionally sponsored activities. Such harassment also includes any activity which creates an intimidating, hostile or demeaning environment.

Reporting Harassment

Any employee or student who experiences any of the above forms of harassment should notify the Affirmative Action Officer and provide as much detail as possible for proper investigation by the University. Employees who are aware of acts of harassment directed against a student or another employee must notify the Affirmative Action Officer. Acts of harassment by a student or students directed against another student or students should be reported to and will be investigated by the Vice President of Student Affairs. Tennessee State University encourages the prompt reporting of incidents of harassment. Prompt reporting will allow the University to take appropriate action so that others are not subjected to the same harassment.

Procedures. The following procedures are intended to protect the rights of the aggrieved party as well as the party against whom the allegation of harassment is lodged, as required by state and federal laws. Each charge will be properly investigated and, when warranted, appropriate disciplinary action will be taken against the individual charged. Such discipline may range from a reprimand or censure to termination, proportionate to the severity of the charge and the preponderance of the evidence. The Office of General Counsel shall always be consulted prior to investigation.

In situations that require immediate action, because of safety or other concerns, the University may take any action which is appropriate (e.g., suspension with pay or reassignment of responsibilities), pending the completion of the investigation by the Affirmative Action Officer.

A. Preliminary Investigation

1. Any student, applicant for employment or employee who believes that he or she has been subjected to harassment shall present the charge to the Affirmative Action Officer. Where the charge of harassment is against the Affirmative Action Officer, the President will, pursuant to TBR Guidelines P-080, identify an individual who has been trained in investigating such claims and appoint such person to carry out the responsibilities assigned to the Affirmative Action Officer in the following procedures. Where the charge of harassment is against another student or students, the Vice President for Student Affairs will investigate and resolve the complaint in accordance with student disciplinary procedures. In such cases, the Vice President for Student Affairs will include in the investigation those employees with responsibility for supervising the facility or activity in which harassment is alleged to have occurred.
2. The Affirmative Action Officer will make every attempt to get the aggrieved party to provide the charge in writing. The charge shall include the circumstances giving rise to the allegations and the date(s) of the alleged occurrence(s). The charge shall be signed by the aggrieved individual. However, where the aggrieved individual refuses to sign a written charge, the Affirmative Action officer will still investigate the allegations and take appropriate action: in such a case, the Affirmative Action Officer may take appropriate action which may or may not be the steps outlined in the remaining paragraphs of these procedures.
3. The Affirmative Action Officer shall notify in writing the charged party within five (5) working days of receipt of the charge. The charged party shall respond in writing to the charge within five (5) days of notification.
4. The Affirmative Action Officer shall meet with both parties, either individually or together, for the purpose of resolving the charge formally.

5. The Affirmative Action Officer shall conduct an investigation of the charge and submit a written report to the President and the parties, ordinarily within twenty (20) working days following receipt of the charge. The report shall outline the basis of the charge, including the date(s) of the alleged occurrence(s), the response of the charged party, the findings of the Affirmative Action Officer, all attempts to resolve the charge informally, and recommendations regarding disposition of the charge. If, following an investigation, the Affirmative Action Officer finds there is no substantial evidence to support the charge, the parties shall be so advised in writing.
6. If the investigation reveals that there is evidence to support the charge, the President may meet with the charged party and/or the charging party and attempt to resolve the problem by agreement. In addition, the charged party shall be advised of his/her right to a hearing pursuant to the procedures set forth below.

The charging party's request to a hearing must be made in writing to the Affirmative Action Officer within ten (10) days following receipt of the report.

B. Hearing

1. If the charged party requests a hearing, he or she shall be advised of hearing procedures available under Board of Regents Policy No. 1:06:00:05, Uniform Procedures for Cases to Tennessee Uniform Administrative Procedures Act (TUAPA), and of TSU Policy 5:12, institutional procedures available for resolution of the matter in question. The party requesting the hearing shall be given the opportunity to elect the procedures pursuant to which the matter shall be heard.
2. When the individual elects to proceed under TSU Policy 5:12 for resolution of the matter, the election should be in writing and signed by the individual making the election and should expressly waive the procedures available under the TUAPA as the matter in question. When a party elects to proceed pursuant to TSU Policy 5:12, these procedures shall include the following minimal requirements:
 - a. Notice of the charge to the party or parties.
 - b. The right of the party or parties to present his or her case.
 - c. The right to be accompanied by an advisor.

- d. The right to call witnesses in his or her behalf.
 - e. The right to confront witnesses against him or her.
3. Individuals electing to proceed under the TUAPA shall be referred to the Affirmative Action Officer for commencement of actions under the TUAPA as provided in Board Policy No. 1:06:00:05.
 4. When a charge involves a tenured faculty member, the same procedures set above shall be utilized. Tenured faculty members shall have the same right to elect hearing procedures as set out above. Where the selected hearing procedure results in a finding that harassment exists, and the President determines that the harassment constitutes adequate cause for termination then the matter will proceed under either the TSU policy for termination of tenure or TBR policy 5:02:03:00. Under TBR policy, the matter shall proceed under section III. d. on page 16 of 20. It is the responsibility of all administrators, with the assistance of the Affirmative Action Officer, to ensure that employees under their supervision are made aware of the University's policy on harassment and procedures for reporting harassment. It is the responsibility of the Vice President for Student Affairs, with the assistance of the Affirmative Action Officer, to ensure that students are made aware of the policy and procedures.

In order to assist administrators in meeting these responsibilities, the policy will be disseminated in at least the following ways:

1. The policy will be published, in its entirety, in the Faculty Handbook and the staff handbook.
2. The policy, or a summary approved by the Affirmative Action Officer, will be published in the Student Handbook.
3. Presentation of the policy will be included by the Personnel Office in new employee orientation.
4. The Affirmative Action Officer, with the assistance of the Personnel Director, will ensure that a copy of the policy is posted in an appropriate location in or near the Personnel Office.

5. The Affirmative Action Officer will provide a statement about the policy for the student newspaper at least once a year.
6. The Affirmative Action Officer will make a general presentation regarding the policy to faculty and staff at least once every two years and will work with administrators to provide in-service workshops regarding the policy for departments or other organizational units.
7. The Affirmative Action Officer will work with the Vice President for Student Affairs or his/her designee to provide workshops or informational sessions regarding the policy for students.

Affirmative Action Officer

The Affirmative Action Officer is available to meet with individuals and/or groups to discuss the policy and procedures and to answer questions or address concerns:

Office: Administration Building

Telephone: 963-7494

FREQUENTLY ASKED QUESTIONS ABOUT DISSERTATIONS & THESES

To: Psychology Department Faculty, *Staff* and Students
From: Dr. Peter Edmund Millet Head, Department of Psychology
Re: Frequently asked questions about theses and dissertations
Date: Friday, January 10, 2003

1. What is this letter all about?

The purpose of this document is to provide you with the most up to date information concerning the process of preparing theses and dissertation. As additional information becomes available this document will be revised. This document however refers only to the process. For information on style, formatting, content, and actually writing up the text, refer to the graduate school guidelines and the APA style manual. On the following page are listed frequently asked questions about theses and dissertations along with the number that identifies the section where the information may be found.

[Frequently Asked Questions about Theses and Dissertations](#)

1. What is this letter all about?
2. How do I get started writing a thesis or dissertation?
3. How do I find a topic for my thesis or dissertation?
4. In what class(s) should I be enrolled?
5. Thesis and dissertation sections are often scheduled for Saturdays or very early in the morning. Does this class actually meet?
6. Must my academic advisor also be my thesis/dissertation chairperson?
7. Describe the composition of my committees.
8. What is the difference between a proposal meeting and a thesis/dissertation defense?
 - Must I have a thesis or dissertation proposal meeting?
9. Can a part-time (adjunct) faculty member or a faculty member from another institution serve on a thesis or dissertation committee?

10. What if a committee member cannot to my proposal or defense meeting but has already read my paper and told me that it was fine?
11. After my committee members have received my thesis or dissertation document, how' will I know if they approve of the work I have done so far?
12. Whose responsibility is it to make accommodations for faculty with various disabilities?
13. Is it OK to communicate with my committee by e-mail?
14. Whose responsibility is it to schedule a room for meetings and to secure necessary equipment?
15. How far in advance must I schedule my thesis or dissertation meeting/defense?
16. Can a scheduled meeting ever be cancelled?
17. Do I really need an editor?
18. Must I submit my research proposal to the Institutional Review Board (IRB)?
19. When must documents be signed in to the graduate school?
20. Who, in the department of Psychology, can serve on thesis and dissertation committees?
21. What is the order in which all of these tasks must be done?
22. What information is to be included in each section of my thesis or dissertation?
23. Must I complete my dissertation prior to applying for my pre-doctoral internship?

2. *How do I get started writing a thesis or dissertation?*

Meet with your academic advisor. This person will tell you how the process works and will direct you as to what you must do next. If eligible and willing this person may serve as your thesis/dissertation chair.

3. *How do I find a topic for my thesis or dissertation?*

During your tenure at Tennessee State University you should have identified an area or areas of interest. While the student is largely responsible for identifying a research topic it must be consistent with the research expertise of faculty. At many schools the student selects a topic that is closely related to the research interests of his/her mentor. Students who choose a topic similar to the research interests of faculty are most likely to get the benefit of the mentor's expertise in that area.

4. *In What Class (es) Should I Be Enrolled?*

PSYC 6540 for Thesis (section depends upon who you have asked to be your chair)

PSYC 8110 for Dissertation (section depends upon who you have asked to be your chair)

During your **first semester** of thesis or dissertation, sign up for the section of the person who will serve as your chairperson. (Note, this is not necessarily your academic advisor.) Thesis and dissertation courses are available at a reduced fee (\$35) depending on how many times you have enrolled in the course.

The reduced fee is available for students working on a master's thesis starting with their 2nd semester of enrollment. Starting with your second enrollment sign up for PSYC 6540 section 35 (thesis continuation section with a reduced fee).

The reduced fee is available for students working on a doctoral dissertation starting with their 6th semester of enrollment. Starting with your 6th enrollment sign up for PSYC 8110 section 35 (dissertation continuation section with a reduced fee).

5. *Thesis and dissertation sections are often scheduled for Saturdays or very early in the morning. Does this class actually meet?*

Students enrolled for thesis or dissertation writing do not meet as a class. The times are listed on the schedule only because of Tennessee Board of Regents (TBR) requirements which state that every class must have a day and time listed. Students enrolled for thesis or dissertation are to contact the committee chair and set up actual meeting times.

6. *Must my academic advisor also be my thesis/dissertation chairperson?*

No, your academic advisor may serve as your advisor if similarity of research interests and time availability allow. However, this person is not required to serve in this capacity. In this case, you may elect to approach someone else. Typically, the person who serves as your chair is someone with expertise in your chosen area of research. Please refer to "faculty areas of research" later in this document.

7. *Describe the composition of my committees.*

The committee is established jointly by the student and thesis/dissertation chair. The composition of the committee varies depending on (1) how far along you are in the process and (2) whether you are working on a thesis or a dissertation.

Student work on a thesis or dissertation is guided by an **advisory committee**. The **composition** of this committee varies depending on whether you are preparing a thesis or a dissertation.

- **Thesis advisory committee** - The thesis advisory committee consists of **three faculty** members who have **graduate faculty status**. At least two of them must be faculty members from the department in which the degree is sought. The third committee member may either be (1) a member of the graduate faculty from the area in which you plan to receive the degree or (2) this person may be an external graduate faculty member from a closely related department. Your chairperson will be instrumental in identifying this person. At the time of the thesis defense (not to be confused with your proposal meeting), a **fourth committee member from an external department** is added to the committee. This external person is typically identified by the thesis chairperson or the Dean of the graduate school. If desired, it is permissible to add the external member at the same time that the advisory committee is identified, thus creating a four-member advisory committee. If this latter scenario is chosen, at the time of the thesis defense, no additional committee members are required. The four advisory committee members will be sufficient.

- **Dissertation advisory committee** - The dissertation advisory committee consists of **four faculty members who have graduate faculty status**. At least three of them must be faculty members from the department in which the degree is sought. The **fourth member** must be a member of the graduate faculty from a closely related department. This external person is typically identified by the thesis chairperson or the Dean of the graduate school. **For dissertations, all four members of the advisory must be in place prior to the proposal meeting.** For the actual dissertation defense a total of four committee members (three internal, one external) are required. Since the composition of the advisory committee already includes these people, the advisory committee may serve as the **entire** committee in front of which the student will defend her/his dissertation.

8. *What is the difference between a proposal meeting and a thesis/dissertation defense?*

For both theses and dissertations there are two meetings that must take place. The first is called a proposal meeting. The second is called a thesis or dissertation defense.

- **Proposal meeting: a formal presentation of** your proposed research given to your advisory committee. All members of the advisory committee **must be present. Committee members must be given a paper copy of what you will present at least two weeks prior to the defense.** The purpose of this defense is to lend clarity to your proposal and to allow you to make any

changes recommended by your committee prior to data collection. (FYI- It often works well when this is done as a PowerPoint presentation.)

- **Thesis/dissertation defense:** a formal defense of the completed thesis or dissertation. Typically you will first be introduced by your thesis/dissertation advisor who will ask you to tell a little about yourself, how you came to be interested in that topic, and to discuss the research project, your findings and implications. All advisory committee members (and the external committee member for theses) **must** be present. **Committee members must be given a paper copy of what you will defend at least two weeks prior to the scheduled defense.** (FYI- See paragraph above.)

9. *Can a part-time (adjunct) faculty member or a faculty member from another institution serve on a thesis or dissertation committee?*

- A part-time (adjunct) faculty member who has graduate faculty status may serve on a thesis/dissertation committee; however, this person may not chair the committee. Contact the department head to find out if a particular adjunct faculty member may serve in this capacity.
- Faculty from other institutions cannot serve on thesis/dissertation committees.
- The external member must have knowledge of your content area. This person must not be selected just for convenience of scheduling.

10. *What if a committee member cannot make it to my proposal or defense meeting but has already read my paper and told me that it was fine?*

All advisory committee members (and the external committee member for theses) must be present. Otherwise, the meeting must be rescheduled.

11. *After my committee members have received my thesis or dissertation, how will I know if they approve the work I have done so far?*

Committee members must each sign a document saying that they have no major problems with the work done thus far and that it is recommended that the meeting or defense take place. This approval must be given by each committee member **no less than 48 hours prior to the scheduled meeting.** The meeting or defense will not be allowed without this written approval.

12. *Whose responsibility is it to make accommodations for faculty with various disabilities?*

It is the student's responsibility to check with each committee member and assess what if any accommodations are needed. This may mean for example, preparing larger copies of text for those who are visually impaired, or getting auditory amplification as needed. If the student requires help in making these accommodations, it is up to the committee chair to provide assistance.

13. *Is it OK to communicate with my committee by e-mail?*

Generally, it is better to communicate verbally than by e-mail. For instance, if you decide to email a meeting date to your committee you run the risk of some committee members not being informed for a number of reasons including: 1) e-mail may be down, 2) incorrect address, 3) email was delivered but not read until after the proposed meeting date. Similarly, do not assume that, just because you left a voice mail, it has been heard. **If you do send an e-mail or voice mail, make sure that you actually talk to the person and let them know that you have done so.**

14. *Whose responsibility is it to schedule a room for meetings and to secure necessary equipment?*

It is the responsibility of the committee chair to schedule a room for meetings and to schedule the use of equipment. The student, however, may be responsible for picking up the equipment once it has been scheduled.

15. *How far in advance must I schedule my thesis or dissertation meeting/defense?*

All committee members must receive the complete document for thesis or dissertation no less than **ten (10)** working days prior to the proposed meeting or defense date. For the proposal meeting this consists of the first three chapters (i.e. introduction, literature review, method). For the defense meeting this document refers to the complete thesis or dissertation.

16. *Can a scheduled meeting ever be cancelled?*

A meeting can be cancelled by the student or any committee member as long as two workdays advance notice is given.

17. *Do I really need an editor?*

Yes, all dissertations must be reviewed by an editor prior to their submission to the graduate school. The dissertation must be accompanied by a letter from the editor which states that the document was reviewed

and is compliance with the most recent version of the APA style manual. While it is desirable to have theses also edited, this is not mandatory.

18. *Must I have to submit my research proposal to the Institutional Review Board (IRB)?*

All research projects which involve collecting data from humans require approval from the IRB. A copy of the IRB approval letter must be submitted to the graduate school along with a final copy of your thesis or dissertation. **Data collection cannot begin without written verification of IRB approval.** It would be prudent to delay applying for IRB approval until after your proposal meeting. That way, any methodological changes recommended by the advisory committee may be incorporated into your IRB application. IRB approval will not be given **if the application is submitted after data has already been collected.**

19. *When must documents be signed in to the graduate school?*

See graduate school catalog for exact dates. Thesis or dissertation proposal form — due as soon as possible after defense meeting

Preliminary copy of thesis or dissertation- **end of October for December graduation.**

Final defense of thesis or dissertation — **early November for December graduation.**

Final copy of thesis or dissertation — **end of November for December graduation.**

Preliminary copy of thesis or dissertation- **middle of March for May graduation.**

Final defense of thesis or dissertation — **early April for May graduation.**

Final copy of thesis or dissertation — **middle of April for May graduation.**

20. *Who, in the department of Psychology, can serve on thesis and dissertation committees?*

Eligible to Serve as Chair on Thesis Committees

- **Dr. James Campbell, Ph. D. (Oklahoma State University)**
 - Male gender role socialization; marriage and couple issues; children and adolescents.
- **Dr. Lisa De La Mothe (Vanderbilt University)**
 - Neuroanatomical and neurochemical organization of the auditory system. What happens in the brain when we do something?
- **Dr. Marie Hammond, Ph.D. (University of Missouri)**
 - Career development of African Americans and STEM students; validation of career measures for African American students; mid-life career changes; personality and diagnosis/treatment of psychological disorders.

- Dr. Kiesa Kelly
 - Electrophysiology; event-related potentials (ERPs); scholarship of teaching and learning, culturally-relevant instruction.
- **Dr. Robin Oatis- Ballew, Ph.D. (Howard University)**
 - Program Coordinator, Ph.D Psychology Counseling Concentration
 - Work-life balance; professional development of women; coping and career of African American women supervisors.
- Dr. Joan Popkin
 - Women's issues; diversity and multicultural issues; development of children and adolescents.
- Dr. Mary Shelton
 - Development and diversity related to ethnic identity.
- Dr. Josh Shive
 - Human factors, visual perception
- Dr. Thurman Webb
 - Rebrand the Black Man
- **Dr. Tiffany Williams (Cleveland State University)**
 - Systemic oppression, racial injustice, sociopolitical and sociocultural barriers, and mental health and health disparities

Eligible to Serve on Thesis and Dissertation Committees

- Dr. John Dossett
- Dr. Kayoung Kim
- Dr. Esther Lynch
- Dr. Megan Morrison
- Dr. Tiffany Williams

21. *What is the order in which all of these tasks must be done?*

- a. Meet with academic advisor to identify thesis/dissertation chair.
- b. Once thesis/dissertation chair is identified, sign up for a section of thesis or dissertation under that faculty member.
- c. Meet with thesis/dissertation chair to identify research topic.

- d. Meet with thesis/dissertation chair to identify advisory committee.
- e. The thesis/dissertation chair is responsible for identifying the external committee member with assistance from the graduate school.
 - Complete form: **REQUEST FOR EXTERNAL MEMBER**
- f. Work with all members of advisory committee (not just the chair) on preparing your proposal first three chapters (Introduction, Review of literature, Method)
- g. When all advisory committee members are in agreement that the proposal is ready to present:
 - complete form:
 - **APPROVAL FORM FOR SCHEDULING OF PROPOSAL MEETING**
 - o schedule proposal meeting.
- h. **All committee members must be present at the proposal meeting.**
- i. Following a successful proposal meeting, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - **REPORT ON FORMAL DISSERTATION PROPOSAL**
 - **PRESENTATION (for Ph.D.)** or
 - **THESIS PROBLEM OR TERMINAL PROJECT OUTLINE (for M.S.)**
- j. Make application for approval by the Institutional Review Board (IRB)
 - <https://www.tnstate.edu/> -> sponsored research -> human subjects
- k. **Data collection cannot start prior to written approval from the IRB.**
- l. Conduct study under supervision of advisory committee
- m. When all advisory committee members are in agreement that the research project is ready to be presented schedule your final defense with the appropriate committee. See the section of this document entitled “Describe the composition of my committees.”
- n. Committee members must have final document two weeks prior to final defense.

- o. Following a successful defense, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - o **REPORT ON ORAL DEFENSE OF DISSERTATION (for Ph.D.) or**
 - o **REPORT ON ORAL DEFENSE OF THESIS (for M.S.)**
 - p. Once all requested changes have been made, submit the completed oral defense form along with 5 copies of the approved thesis or dissertation to the Department Head, who will forward them to the Dean of the College and then to the Dean of the Graduate School.
 - q. Congratulations!
- 22. *What information is to be included in each section of my thesis or dissertation? Talk to your chair as there is additional information available.***

Chapter I – Introduction

Significance of Study

Statement of the Research Problem

Definition of Terms

Chapter II - Review of Literature

Chapter III –Method

Participants

Instruments

Procedure

Hypotheses

(Data Analytic Plan) - Optional

Chapter IV - Results

Chapter V – Discussion

Interpretation of results

Limitations

Implications

Summary

References

Appendices