



**WILLIAM JAMES
COLLEGE**

School Psychology PsyD Program

DOCTORAL PROJECT MANUAL

2021-2022

ELECTRONIC MANUAL

This manual has been designed to be viewed and used online. The manual is updated annually. Mid-cycle revisions may occur. Please refer to the online copy for the current version. You will be notified by email if substantial modifications occur.

Forms included in the manual's appendix are available in the "Doctoral Projects" folder of the School Psychology PsyD Program page on MyCampus.

Please report all questions and concerns to Jason Kaplan (jason_kaplan@williamjames.edu).

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1 GOAL AND OVERVIEW

1.1 Goal of the Doctoral Project

The doctoral project (DP) is an integral part of the School Psychology PsyD Program. The DP process promotes the further development and practical application of previously established research competencies in addressing a topic relevant to the field of school psychology. It also provides an opportunity to connect the student's professional development with the larger school psychology community.

The basic expectation for the doctoral project is that it constitutes **a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology**. With guidance from a faculty chairperson and invited committee members, students conduct a thorough literature review; formulate and implement an ethically and methodologically sound research design; analyze and interpret findings; and offer conclusions and implications for practice.

1.2 Brief Overview of the DP Process

Students receive substantial support from faculty throughout the well-defined DP process. The process begins with a series of courses, described below, that are designed to provide students with technical and practical guidance and to facilitate the timely completion of a high-quality product. There are also numerous resources and supports available to PsyD students who are actively working on their projects (see Section 9).

Although students typically begin the course sequence in Year 2 or Year 3 of the PsyD level, they may do so at an earlier stage of the program with faculty approval. In the first two courses of the sequence, students learn about the most common research methodologies utilized for a DP at William James College, complete the CITI training requirement for IRB, work collaboratively with the instructors and classmates to select a topic, write a prospectus, and discuss potential committee members. After the prospectus is approved, the student forms a DP Committee.

The DP Committee Chair then works with the student to ensure that the DP proposal is ready for distribution to committee members. The DP Committee guides and supports students for the remainder of the DP process. The DP Committee reviews the proposal, providing feedback and subsequently granting approval to certify that the proposed project will meet quality standards. The Committee similarly reviews the completed project, providing feedback and making the final determination of acceptability. The student's faculty advisor also has a role, supporting the student on a personal level. As the final step, students present their completed DP to the William James community and other invitees at a colloquium.

Students may collaborate on a research activity, with each student taking on distinctly identifiable parts and writing their own separate doctoral projects. Students may also collaborate with a faculty member or other researcher, taking on a distinct aspect that is clearly identified in advance.

Students should initiate the DP course sequence when they are fully prepared to devote a substantial amount of time to the activity, with the expectation of completing the DP within the 12-18 month period that follows. Throughout the DP process, students maintain a cumulative record of completed steps in the process using the Doctoral Project Progress Form (see Section 9.1 and Appendix A). This form is submitted to the student's advisor at the end of each Fall and Spring semester until the project is completed.

It is sometimes the case that a student's graduation date or the commencement of their internship is dependent upon the timely completion of the DP. While committee members are supportive of the student's goals, their primary obligation is to assure that the DP meets acceptable standards. Therefore, communication between students and their committees should be proactive and mindful of both student goals and faculty schedules/availability to review drafts of the DP and provide feedback in a timely manner. As a general guide, committee members should try to review submitted work within two standard work weeks; expectations for reviewing DP drafts during non-standard work time (e.g. between semesters, spring break, NASP week and during the summer) should be discussed by the student and their committee in advance. The initial submission of the proposal and of the complete project may also take longer, while more limited or focal revisions can often be reviewed more quickly. In addition, the quality of the DP draft can also impact the amount of time needed for a thoughtful and comprehensive review by faculty members. Finally, the Committee Chair should be attentive to these timeline issues and provide feedback to committee members and students as needed.

2 COURSE DESCRIPTIONS

The sequence of courses associated with the DP process is shown in Table 1. Students must register for Doctoral Project I through Doctoral Project IV. PR828 and PR829 are designed to be taken successively in Summer Session 1 and Summer Session 2. In most cases, this will be followed by enrollment in PR926 in Fall semester and then PR927 in the following Spring semester.

Table 1. DP Course Sequence

COURSE	DESCRIPTION
PR 828 Doctoral Project I: Advanced Research Method 3 Credits	<ul style="list-style-type: none"> • Student becomes orientated to the Doctoral Project • Student learns the specific requirements for completion of the doctoral project as described in the DP Manual. • Student will learn advanced methodologies and statistics for their DP which can be used as part of their projects • Student completes the CITI training, a self-paced, online training program on ethical practices in research with human subjects. • Student identifies potential topics and/or methodologies for their DP. • Student may begin work on prospectus
PR 829 Doctoral Project II: Project Design and Development 2 Credits	<ul style="list-style-type: none"> • Student enhances their research skills, studying methods and models from the perspective of an investigator. • Student select a prospective project topic and considers practical design and implementation issues associated with them • Student completes a draft of their DP prospectus.
PR 926 Doctoral Project III: Individual Mentorship 2 Credit	<ul style="list-style-type: none"> • Student secures a DP Chair and begins forming the DP Committee. • Student receives guidance in developing the DP proposal, applying for IRB approval, and planning for timely completion of the DP. • Prerequisite: approved prospectus
PR 927 Doctoral Project III-2: Individual Mentorship- 2	<ul style="list-style-type: none"> • Student works independently and maintains regular communication with the DP committee chair and committee members. • A grade of NP (No Credit Passing) appears on the student's transcript until the DP process has been successfully completed.

0 Credits¹	
<p data-bbox="289 239 444 270">PR 950/951</p> <p data-bbox="233 317 500 386">Continuing Doctoral Project</p> <p data-bbox="261 432 472 541">0 Credits (Tuition charged at 3 credits)</p>	<ul data-bbox="548 239 1422 625" style="list-style-type: none"> • If student requires additional time to complete the DP, they must register for Continuing Doctoral Project each Fall and Spring semester until DP completion (see Appendices J and K). • Student who registers for PR950 commits to devoting 20 hours per week to the DP, as documented by the Continuing Doctoral Project Contract, and maintain a log to verify meeting this requirement. • PR951 does not have a 20 hour/week contractual requirement. Students who register for PR951 and for less than five credits in a semester do not qualify for Federal Title IV financial aid.

¹ Carries 4.5 contact hours required for Federal Title IV financial aid.

3 DOCTORAL PROJECT SEQUENCE

The DP process progresses through eight steps, as described below.

3.1 Topic Selection

The initial step is to identify a manageable topic relevant to the practice of school psychology. Students are advised to begin the DP course sequence with potential topics in mind, then select one for further development based on considerations discussed in class. The selected topic will typically evolve and become refined as the result of class assignments and discussions.

3.2 Prospectus

Students begin the development of a DP prospectus in PR829 Doctoral Project II. The prospectus is a concise overview of the proposed project. It consists of (1) a problem statement that summarizes the rationale, context, and relevance of the topic, (2) a general description of the project, including research questions and basic methodology, and (3) a projected timeline. The prospectus includes selected references to pivotal research and definitions of key terms; however, a comprehensive literature review is not expected at this stage of the project.

The prospectus is written in APA style. Typical length of the prospectus is four to six pages, exclusive of timeline and references. The prospectus must be approved by the instructor of DP II. Approval is based on meeting all criteria of the Doctoral Project Prospectus Rubric at Expected level or higher (see Appendix B). The prospectus is circulated to prospective committee members only after it has been approved.

3.3 Committee Formation

The DP prospectus is an important part of the committee formation process. Students provide prospective committee members with the prospectus and the informational letter (Appendix C) so they can make an informed decision about serving on the Committee. The student first seeks a DP Committee Chair, then with approval from the Chair recruits other committee members. The student circulates the Doctoral Project Committee Membership Agreement (Appendix D) to document the agreement of members to serve on the committee and, as applicable, to serve as colloquium discussant. The Agreement form is submitted to the School Psychology Department Coordinator (Malory Reynolds). Multiple copies of the form may be submitted if committee members confirm their agreement at different points in time.

If the student subsequently selects a different DP topic, a new prospectus must be submitted for approval. Following approval of the new prospectus, a new Doctoral Project Committee Membership Form is circulated. Committee members who accepted the assignment based on the outdated prospectus are not obligated to serve on the newly constituted Committee.

Committee membership criteria and roles are addressed in detail in Section 4.

3.4 Proposal

The proposal consists of the title page and first three chapters of the doctoral project: Introduction, Literature Review, and Method. The proposal articulates the research question, critically analyzes the relevant professional literature, and describes the method for studying the research question. Students first work collaboratively with their DP Chair until the Chair determines that the proposal is ready for distribution to the other committee members. A proposal should be deemed ready for distribution when it (a) adheres to APA style, (b) includes sufficient and current references, (c) is adequately written, and (d) is free of serious methodological flaws. The Chair should not attempt to resolve specific design or content matters, as these issues fall within the purview of the whole committee.

The DP Proposal requires approval by all members of the student's DP Committee, as indicated by their signatures on the Doctoral Project Proposal Acceptance Form (Appendix E). The accepted DP proposal functions as a contract between the student's DP Committee and the student as to how the study will be conducted and how the data will be analyzed. No substantial changes can be made except by agreement of all parties concerned. The student's DP Committee is not obligated to accept any work done prior to their approval of the DP proposal.

3.5 IRB Approval

Once the proposal has been approved and the DP Proposal Acceptance Form has been signed by committee members, students submit their project to the Institutional Review Board (IRB). Although certain initial steps can be taken (e.g., investigating access to a study site or archival database), no recruitment of subjects, pilot testing, or data collection can occur prior to IRB approval. The chair should be consulted if there are questions about what is permissible at this stage. The IRB application process is addressed in detail in Section 5.

3.6 Data Collection

Data collection is conducted in accordance with the proposal that was approved by the DP Committee. Any proposed change in procedures must be reviewed and approved by the Committee, and may require further review and approval by the IRB. Upon collecting the agreed upon data, the student may proceed immediately to writing the Results and Discussion sections of the final project. However, if the data collection does not adhere to the description in the proposal (e.g., there are fewer subjects than the minimum that was set), the student must confer with the Committee to ascertain whether or not the data collection process should continue or is considered to be sufficient.

3.7 Doctoral Project Completion

The written doctoral project follows the five-chapter format of Introduction, Literature Review, Methods, Results and Discussion. Demonstration projects may involve an additional, non-written product such as a test kit or audio-video recording. In addition, the final DP includes requisite front and back material: title page, abstract, table of contents, references and appendices. Section 7 describes manuscript preparation in detail, and illustrations of formats are provided in DP Manual appendices.

Once the completed DP is approved by the Committee, the student obtains committee members signatures and submits a copy of the signed Doctoral Project Approval/Credit Form (Appendix F) to the School Psychology Department Coordinator. The student then submits a copy of the Approval/Credit Form and a copy of the approved doctoral project to Research and Writing Specialist/DP Submittal Administrator, Matt Kramer (matt_kramer@williamjames.edu). The student makes an appointment with Matt Kramer to determine whether the doctoral project is in acceptable form for final acceptance. After the DP Submittal Administrator signs the DP Submittal Acceptance Form to verify acceptance, the student may finalize the scheduling of the colloquium. Students should discuss the expected review time with Matt Kramer.

3.8 Colloquium

The colloquium is a public presentation of the student's DP to the William James community and other invited guests. It is celebratory in nature since the DP has already met with final approval the Committee. The colloquium and related logistics are discussed in detail in Section 8.

4 DOCTORAL PROJECT COMMITTEE

Once a student's prospectus has been approved by a Doctoral Project course instructor, the instructor will notify the student via email and copy the School Psychology Department Coordinator that the prospectus has been approved. At this point, the student is encouraged to secure committee members in accordance with the following information.

4.1 DP Committee Membership and Participation

The DP Committee consists of three members (see Table 2 for Committee member roles). The DP Committee Chair must approve the selection of the second and third members of the DP Committee. Aside from faculty interest, expertise and availability, the student should consider how this group will function together as a committee. Guidance for committee formation will also be provided by the instructor for DP II.

The Doctoral Project Committee serves as a resource to the student in formulating, planning and carrying out the DP. One key function of the DP Committee is to help the student gauge the scope and feasibility of the DP so that it can be completed within a reasonable amount of time. The nature and extent of committee input will vary from student to student. Open and constructive communication among committee members is essential to provide meaningful support to the student and avoid confusion or mixed messages. A DP committee will meet at least once during the process of proposal review, critique, and approval; and at least once for review and critique of the completed project. The DP Chair assumes primary responsibility for determining how often and at what intervals the Committee will meet and/or what committee activity will occur through online communication.

Committee formation begins with the students seeking a Chair from among the School Psychology Program core faculty. The prospective Chair peruses the student's approved prospectus and makes a decision based on expertise, interest, and availability. Once the DP Chair is identified, the student consults with the Chair about the proposed choice of second and third committee members. The DP Chair must approve the choices **before** the student contacts those individuals. The student distributes the approved prospectus and the Doctoral Project Committee Member Information letter (Appendix C) to prospective second and third committee members to inform their decision whether to serve on the Committee and to orient them to the DP. In addition, the role of discussant for the Colloquium is established—typically, the third committee member. When the full committee membership and the discussant role have been determined, the student obtains all signatures on the Doctoral Project Committee Membership Agreement (Appendix D) to document the formation of the committee. This form is submitted to the School Psychology Department Coordinator.

4.2 DP Committee Roles

The DP Committee Chair and DP Committee members have different responsibilities. In addition to the DP Chair's decision-making and evaluative functions as described above, the DP Chair has primary responsibility for the following tasks:

- a) Approves of second and third members of the committee
- b) Serves as initial gatekeeper prior to full committee review of proposal. This includes ensuring compliance with departmental and institutional guidelines, acceptable organization, editing, and overall style of first draft.
- c) Serves as the Principal Investigator (PI) and IRB liaison;
- d) Monitors the student's ongoing progress through regular meetings, email or phone contact;
- e) Helps the student remain aware of time guidelines and of deadlines and procedures;
- f) Reads final revisions of chapters after input is received from all members to make sure agreed-upon changes have been incorporated;
- g) Provides substantive feedback at all stages of the DP;
- h) Verifies credit for DP courses (i.e. PR926/927 and PR950);
- i) Attends all committee meetings and
- j) Moderates the colloquium.

The second and third members of the doctoral committee both share the following responsibilities:

- a) Ensure quality and standards for the student's DP;
- b) Provide substantive feedback on all DP drafts;
- c) May serve as a content or methodology expert;
- d) Has the authority to accept and/or reject changes to the student's DP;
- e) Attend and participate in the student's colloquium.

The third committee member's responsibilities may be negotiated by the Committee Chair. Specifically, their participation in committee meetings should be considered more flexible (e.g. as negotiated by the committee chair).

Table 2: Criteria for Doctoral Project Committee Members

DP Committee Chair	1 - Core faculty of the college's School PsyD Program, subject to availability (per faculty contract) 2 – The C.I.T.I. human subjects protections course certification must be current. ²
DP Second Committee Member	1 – Doctoral level core or teaching faculty from any of the college's academic departments, subject to availability and department head approval 2 - C.I.T.I. human subjects protections course certification must be current and requires renewal every three years (effective September 1, 2012). If their certification has expired, they will be required to complete a brief refresher course (exceptions for

² CITI training must be renewed every three years, effective September 1, 2012. If certification has expired, a brief refresher course must be completed.

	equivalent certification will be considered, with IRB approval) 3 - Participates in DP Committee meetings called by the DP Chair and reviews DP drafts
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DP Third Committee Member	<p>1 - Doctoral level school psychologist from outside of the college.</p> <p>2 - A doctoral level professional in a related field (e.g., special education, psychiatry) may be considered, but must be approved by the Director of the School PsyD Program for this exception.</p> <p>3 –Has held a doctorate for five or more years.</p> <p>4 – Adjunct faculty are eligible.</p> <p>5 – The third committee member may, and typically will, function as the DP colloquium discussant. This must be made clear at the time the third member agrees to join the committee.</p>
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4.3 Change in Membership of DP Committee

Any change of membership in a student's committee must be approved by the Director of the School Psychology PsyD Program. To make this request, the student submits the Change of Doctoral Project Committee Membership Form (Appendix G) to the Director. This form includes the rationale for change in committee membership and a statement of review and support by the Committee Chair and the student's Academic Advisor.

Should students seek support to address procedural concerns related to their DP, they are advised to address their concerns to the following individuals, in this approximate order: advisor (to consult about the process), party of concern, chair, department chair, Dean of Students. In extreme cases in which concerns are not resolved, students have the recourse to the grievance process as set forth in the *Student Handbook* (under "Student Complaints").

5 INSTITUTIONAL REVIEW BOARD (IRB)

After a student's proposal has been completed and the Doctoral Project Proposal Acceptance Form (Appendix E) has been signed by the student's DP Committee, the methods section and accompanying materials must be submitted to the college's IRB for administrative review using the IRB Research Protocol Review Application, which is available through the [IRB website](#) (and can also be found by clicking [here](#)). The IRB will use the information in this application to assess whether there is compliance with ethical and professional standards in the conduct of research with human participants. The application itself may contain sufficient information for the IRB to make a determination. A written request may be made to the principle investigator (PI) and the student for additional information or clarification. Once the IRB is satisfied that the research proposal is in compliance with current ethical and professional standards, [Determination Memo](#) will be sent to the student and the principal investigator (PI) , informing them of this decision and providing an IRB Protocol Number. (As part of the supervisory role, the students DP Chair serves as the PI for the project.)

The IRB Determination Memo will inform the student of what type of review was conducted and if any modifications are needed prior to final approval. In some cases, the protocol will require revisions that need to be reviewed with the DP Chair and then resubmitted for additional IRB review. Other instances, the IRB may only require notification from the DP Chair that the requested revisions have been made.

Should the IRB require any changes to the Proposal, the student will review the changes with the DP Committee and submit a revised version of the Proposal incorporating the changes to the Library via email. Both the student and the Chair must notify the IRB that the recommended changes have been made.

All doctoral project proposals, regardless of methodology used, must be submitted for IRB review. This includes proposals for research that do not include human participants.

Sections 5.1 through 5.5 below summarize the key aspects of the IRB involvement in the Doctoral Project process.

5.1 Training in Ethical Standards of Human Subjects Research

All students, DP Chairpersons, and DP Committee Second Members are required to demonstrate satisfactory completion of a program of training regarding ethical practices in human subjects research. The Federal Government requires that institutions receiving federal funding document that all individuals involved in research with human participants have completed training in the ethical treatment of human research participants. To fulfill this requirement, William James College requires that all students and faculty complete the Collaborative Institutional Training Initiative (CITI) Social and Behavioral Research Investigators online certification course. A list of required modules can be found on the IRB website. Successful completion of online quizzes will automatically enter grades for students in the college's gradebook. The gradebook also will compile the grades, and will indicate successful completion of the training requirements when

all required modules have been successfully completed. Follow the steps in Table 3 below to gain access to and complete the course.

Table 3: CITI Training

1.	Go to http://www.citiprogram.org a. Click on “New Users Register Here”
2.	Under “Select Your Organization Affiliation”, enter “William James College” (as you begin to type, suggested institutions will pop-up). a. Click, “Continue to Step 2”
3.	Provide the information requested on this page a. Click, “Continue to Step 3”
4.	Enter a username and password. You will need your username and password to return to the course or to access a copy of your completion certificate in the future. We suggest making your username “Firstname_Lastname” for ease of use. a. Click, “Continue to Step 4”
5.	Indicate your Gender, Ethnicity and Race (although you can “Prefer not to answer” any of these questions) a. Click, “Continue to Step 5”
6.	This page asks if you are interested in receiving Continuing Education Credits for completing the CITI course. This is completely optional. a. Click, “Continue to Step 6”
7.	William James College asks a number of additional demographic questions. Complete the form (Required fields are indicated with an “*”) a. Click, “Continue to Step 7”
8.	Under “Select Curriculum”, scroll down to Question 1 and “Human Subjects Research”. Select “Social and Behavioral Research” a. Do NOT click any other courses on this page (unless you choose to). Scroll PAST “Good Clinical Practice” and “Health Information Privacy and Security” – These are not required. b. Click, “Complete Registration”
9.	You will be brought to a screen that says, “Your registration with William James College is complete” a. Click, “Finalize registration”
10.	The next screen has a series of drop-down menus. a. Click on “William James College courses”
11.	Select, “Social and Behavioral Research – Basic/Refresher” a. Complete all required modules b. Complete the following elective modules (as well as any additional modules that are related to your area of interest): #507: Research with Children – SBR #508: Research in Public Elementary and Secondary Schools – SBR
12.	When asked if you would like to take the “Administrator’s Training”, you can feel free to say no, this is new and completely optional. a. If you’d like to take the course, it will brief you on FERPA and HIPAA privacy protections, and give a basic background of research. b. Although no additional credit will be given for completing this training, this is a great course to take if you are work with student data (either as a trainee or in a work-study capacity).

Completion of the CITI training is also a requirement for the DP Committee Chair and second committee member. Although not a requirement, the third committee member is encouraged to complete the training.

A CITI training certificate must be renewed every three years with the CITI refresher unit. Students whose projects continue over an extended period of time must be aware that CITI training may need to be renewed during the course of the Doctoral Project. The refresher course will recertify the student for an additional three years.

5.2 Proposed Modifications to Approved Protocol

Changes in a previously IRB approved DP Proposal must be reviewed by the IRB prior to the student proceeding with implementation. Changes which require approval include, but are not limited to criteria for participation, procedures and measurement tools. Revisions should be submitted online using the [IRB Protocol Amendment Application](#); this form assists investigators in outlining the desired changes and provides space to upload your revised materials.

Prior to IRB review, the DP Chair must send an email to the IRB stating that he/she has reviewed the revisions and approves. Without the application, revised materials and written DP approval, the IRB will not review modified materials. The exception, however, is immediate changes that may be required to protect the health and well-being of the research participant due to an unanticipated problem, or an adverse event. Following such an event, the investigator must make a report to the IRB, and all research activities must cease pending IRB investigation and review. Please see the policies and procedures relating to “[Adverse Events, Serious Adverse Events, and Unanticipated Problems](#)” in the IRB Procedures Manual and on the IRB website.

5.3 Ongoing Monitoring

Once a research protocol has been approved, that approval is granted for a period of no more than one year; for protocols that may entail greater risk of harm, a shorter approval period may be granted. In the event that a research project has not been completed within the approval period, the student must apply to the IRB for an extension of the approval before continuing with any research activities. An extension can be requested using the [Continuing Review Application](#). Two to three weeks prior to the expiration of the student’s protocol, the Human Subjects Protections Administrator will contact the student to inquire as to the status of their protocol. Should the student need to continue their research, they are required to file this form two weeks prior to the protocol expiration date.

5.4 Adverse Events

All Adverse Events and Unanticipated Consequences must be reported to the IRB using the [Adverse Event Reporting Form](#) as soon as possible after they occur and before the research protocol is used again. All research must cease until an investigation has been completed and approval to proceed has been granted by the IRB. The IRB will work with the researcher to

determine the best course of action to take and will determine whether or not the protocol should be discontinued and/or modified before further use.

5.5 Data Retention and Record Keeping

William James College's Institutional Review Board has enacted a policy regarding the retention of data and record keeping as of **September 2014**. This policy was created to ensure proper maintenance, retention and protection of confidential data. Regardless of whether or not a review board external to William James College is involved, the college's IRB is the ethics review committee of record for the student's research. The IRB maintains a database of all IRB approvals and expiration dates. Each investigator has the responsibility of maintaining their raw data for a period of at least **five years**. Should a breach of confidentiality could reasonably place the participant at risk, the raw data must be maintained securely (password protected and encrypted).

This risk is outlined in the Code of Federal Regulations [45CFR§46.101\(b\)\(2\)](#):

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **and**
 - (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

However, if the risk is greater, the IRB may waive or modify the data retention/maintenance policy in the interest of human subject protections. For example, the researcher may be asked to maintain de-identified (sanitized) data records, records from which any personally identifiable information has been removed or redacted. This information, when sanitized, can be kept indefinitely. Any data that can be linked to individual respondents should be destroyed after a period of five years.

The decision of five years was based off recommendations from the APA. According to the APA Publication Manual (6th ed., 2009),

Authors are expected to retain raw information for a minimum of five years after publication of the research. Other information related to the research (e.g., instructions, treatment manuals, software, details of procedures, code for mathematical models reported in journal articles) should be kept for the same period; such information is necessary if others are to attempt replication and should be provided to qualified researchers on request.

6 DOCTORAL PROJECT MODELS

The Doctoral Project is a culminating component of the academic program. Doctoral project work promotes the integration, expansion and consolidation of previously established research and/or investigation competencies. Acceptable types of projects include:

1. Intervention Study
2. Program Evaluation
3. Demonstration Project
4. Survey
5. Measure, Test, Product Development
6. Meta-Analysis
7. Investigation of a Phenomenon or Problem

6.1 Intervention Study

Intervention research is pervasive in the educational and school psychology literature. It looks to examine the effect(s) of an intervention (independent variable) on a predetermined outcome (dependent variable). Common methodologies include experimental, quasi-experimental, and single-case design research. Students looking to conduct intervention projects should be familiar with the numerous research design options (e.g. single-subject designs), the intricacies of internal and external validity, and the various options for data collection and analysis.

6.2 Investigation of Phenomenon or Problem

A systematic investigation of a phenomenon or problem may also be undertaken as a doctoral project. This type of project would allow the student to examine a specific issue within the field of school psychology and contribute to the respective body of literature. For example, a student may be interested in the impact of a particular disability or stressor on social behavior and relationships. Like many topics within the field of school psychology, these phenomenon or problems can be investigated through many different methodologies.

6.3 Program Evaluation

Program evaluation is often used in educational and psychological research. It is a systematic method for collecting, analyzing, and interpreting data to evaluate the effectiveness of a project, policy, or program. Quantitative and qualitative research methods can be included in program evaluations.

6.4 Survey

Surveys are often used in educational and psychological research. Survey projects can investigate attitudes, perceptions, educational practices, behaviors, experiences, and numerous other factors related to school psychology. Students looking to conduct survey projects should be familiar with design considerations, data collection choices, response rate considerations, and sampling strategies. Ample attention should also be paid to the design of the survey instrument. Survey projects will expectedly incorporate additional aspects to enhance interpretability of findings, such as interviews or pilot testing to inform survey development, or

follow-up interviews to clarify or expand upon key findings.

6.5 Measure, Test, or Product Development

One or more aspects of measure, test or product development may be undertaken as a doctoral project. This might include investigating the validity and/or reliability of a given measure, standardizing a measure on a given population, assessing selectivity and sensitivity of a measure, or testing predictive efficacy. Students looking to conduct development projects should be familiar with the numerous types of validity and reliability, and strategies for ensuring acceptable levels of both validity and reliability.

6.6 Demonstration

A demonstration project applies sound psychological theory and knowledge to the development of a program or service (e.g., training manual, workshop series). While full implementation and evaluation of outcomes is not required, the project must involve a rigorous development process (e.g., content validity, pilot testing, evaluation of acceptability to users).

6.7 Meta-Analysis

Meta-analysis is the statistical treatment of data from a group of related studies for the purpose of integrating the findings. These approaches are generally centered on the relationship between one explanatory and one response variable. The meta-analysis is used to describe the strength of effect of one variable on the other. The researcher collects a population of studies that have investigated the relationship, codes the studies, and computes statistical effect sizes. The distribution of effect sizes is examined as is the impact of moderating variables. Students looking to conduct meta-analytic projects should have familiarity with the statistical procedures necessary to conduct such a study.

7 PREPARING THE MANUSCRIPT

This section is divided into two parts. The first part describes the five-chapter model that will be used by a majority of students completing their DP in the School Psychology PsyD program. The second section reviews important reminders regarding APA style, formatting issues, and relevant front and back matter for the DP. It will be important for the student to adhere closely to APA style, as specified in the *APA Publication Manual* and the APA website www.apastyle.org. This publication is the source of manuscript preparation standards established and adhered to by William James College.

7.1 Core Components of a DP: Five Chapter Format

The majority of Doctoral Projects in the School Psychology PsyD program will consist of five chapters: Introduction, Literature Review, Methods, Results, and Discussion. The following provides a brief review of these expectations for the five chapters.

7.1.1 Introduction

The introduction provides the student with an opportunity to explain the professional and personal relevance of the project. Typically, the shortest section of the DP, the introduction establishes the context for the project by discussing related research and/or educational policies/practices. Since a comprehensive literature review follows in chapter two, references to the literature should be brief in the first chapter. Finally, the first chapter typically ends with a clear statement of the problem being researched. This may include research questions, which would then be repeated at the beginning of the Method section.

7.1.2 Literature Review

The literature review is often the longest of the five chapters and provides the context within which the doctoral project resides. It is essential that the literature review is comprehensive and well organized, with relevant articles organized by theme and progressing from the more general to the more specifically related to the problem. Students should integrate the findings across multiple studies and sources, with critical analysis and commentary. Finally, the literature review should conclude with a summary and interpretation of the literature, implications for the proposed study, and (if not included in the Introduction section) clearly stated research questions.

7.1.3 Method

The Method chapter should provide a blueprint for the DP, which would enable other researchers to replicate the study if they desired to do so in the future. Specifically, chapter three typically consists of the following subheadings: participants, instrumentation, design and procedures, and data analysis; additional subheadings may be necessary based on the type of research being conducted.

7.1.4 Results

Chapter four presents the results that were obtained by the researcher and should

directly reflect the proposed analyses from chapter three. Students should make sure that their results are described clearly and supplemented by well-organized and easily understood tables/graphs. When students use parametric tests, they should be sure to include evidence that the assumptions for parametric tests were not violated. Students should also be clear about how they ensured treatment and intervention integrity when relevant. Lastly, for qualitative research projects, students must explain the inductive logic used to produce the data collected for the project.

7.1.5 Discussion

Lastly, chapter five should include a discussion about the relationship between the research hypotheses and the obtained results from the study. The results should also be discussed and compared to previous results obtained by other researchers from similar studies; these studies should be included in the literature review. Finally, the discussion should conclude with explanations for limitations of the study and implications for future research.

7.2 Manuscript Specifications

The formatting requirements below must be followed even though printed copies are not submitted.

7.2.1 Typeface

As stated in the APA Publication Manual (6th ed.),

“The preferred typeface for APA publications is Times New Roman, with 12-point font size.” (p. 228)

“A sans serif type may be used in figures, however, to provide a clean and simple line that enhances the visual presentation.” (p. 229)

7.2.2 Spacing

Double-space all textual material and all preliminary pages. Footnotes and long quotations may be single-spaced. Single-spacing or one-and-a-half spacing may be used in tables or figures.

7.2.3 Margins

The left margin is 1½ inches and the top, bottom, and right margins are 1 inch each. These margins should be adhered to at all times. Page numbers are placed inside the boundaries of these margins. If a chart or graph or table of figures runs over the top and bottom margins, it must be reset to fit within marginal space.

7.2.4 Pagination

Each page should be assigned a number, with the preliminary pages (i.e. copyright, readers' approval, etc.), using lowercase Roman numerals (i, ii, iii, etc.). The title page, on which no number appears, is counted as #i. If used, the notice of copyright is counted as #ii, though this also does not appear on the page. If a copyright notice is not included (including a copyright notice is recommended but not required), count the readers'

approval page as plate #ii (also unwritten). Page numbers appear on the bottom of the page in the center of the page.

With the text, illustrations, appendices, bibliography, use Arabic numerals. Each page must have its own number. Avoid the use of letter suffixes to insert added material (10a, etc.). If a page is planned to introduce each section, that page must have its own number and be counted. . If there is more than one volume, each volume should contain a title page duplicating the title page of the first volume. If the volumes are separate entities, it would be well to identify them further as Vol. I of III, Vol. II of III, etc. In the case of several volumes of continuous material, the pagination continues from volume to volume, although each title page has its own number, which does not actually appear in print. When the appendices are in a separate volume, the bibliography should be placed at the end of Volume I. In a one-volume manuscript, these two sections always come at the end.

7.2.5 Headings

Format headings according to APA style, with the exception of chapter headings, which are capitalized and centered, in bold face.

7.2.6 Charts, Graphs, Tables

Tables and figures allow authors to display a large amount of information efficiently and make it easier to understand the information. Tables show numerical values or textual information, usually in a row and column structure. Figures can be a chart, graph, drawing, or other type of illustration. All tables and figures should be numbered and given a title (see Section 5.05 APA Publication Manual, 6th edition, p. 127).

The layout and format of a table should follow the standards outlined in the APA Publication Manual 6th Edition. See the following sections of the APA Publication Manual for further information: Section 5.08 (p. 128-129) for the components and layout of a table; Section 5.10 (p. 130) for the relationship between tables and the text; Sections 5.12 and 5.13 (pp. 133-137); Section 5.14 (p. 137) on Table Body, Section 5.17 (p. 141) on ruling in tables; Section 5.18 (pp. 141-149) for examples of types of tables using both numbers and word tables; and Section 5.19 (p. 150) for the Table Checklist to ensure the tables in your project conform to the APA style rules.

Although types of figures can vary widely (including graphs, charts, maps, drawings, photographs etc.) they all should assist in the communication of information by focusing on essential facts. Figures should be easy to read and understand. Elements within the figure should be labeled and explained (e.g., axes should be labeled and units of measure described). See the following sections of the APA Publication Manual for further information: Section 5.22 (p. 152) for standards for figures; Section 5.23 (p. 158) for guidance on figure legends and captions; Sections 5.24 and 5.25 (p. 161) for information on preparing figures, and Section 5.30 (p. 167) for the Figure Checklist to ensure the figures in your project conform to the APA style rules.

Illustrative material drawn in dark, opaque ink will microfilm satisfactorily, but, since microfilming is a black and white photographic process, colors will appear only as shades of gray. Therefore, lines on a graph should be identified by labels or symbols rather than color, and shaded areas will have better contrast if crosshatching is used instead of color.

Students should include a Table of Contents (TOC) for their DP. It is highly recommended that students format the TOC at the beginning of their project. Although specific directions can be found from the “Help” menu on Microsoft Word, students simply need to click on the “References” tab at the top of a Word document and click on the “Table of Contents” button on the far left to add the TOC to their document.

7.2.7 Photographs/Digital Elements

When used, photographs should be clear black-and-white prints, with strong contrasts ranging from black to white. Color photos should not be used. If your Doctoral Project includes any digital content (images, still or moving, web pages, etc.) you must contact the librarian prior to submitting your project to discuss the format used to create and store this content.

7.2.8 Abstract

The abstract provides a succinct account of the problem statement, research question, method, and results. It is typically one page in length, and no more than two pages. Mathematical formulas, diagrams, and other illustrative materials are never included in the abstract. See Appendix H for a model of formatting for the abstract.

7.2.9 Title

The DP may be a valuable resource for other scholars, but only if it can be located easily. Modern retrieval systems use the words in the title, and sometimes a few descriptive words, to locate it. It is essential that the title be a brief, meaningful description of the contents of your work.

The recommended length for a title is 10 to 12 words. Avoid words that serve no useful purpose. For example, the words “method” and “results” do not normally appear in a title, nor should it begin with redundancies such as “A Study of” or “An investigation of.” Avoid oblique references, and use word substitutes for formulas, symbols, and acronyms. Avoid using abbreviations in a title.

Appropriate information for titles includes: the research question, research method/design, and characteristics of the participants. Type the title in uppercase and lowercase letters, centered between the left and right margins, and positioned in the upper half of the page. If the title is two or more lines, double-space between the lines. See Appendix I for an example of the title page.

7.2.10 Footnotes

Only use footnotes to provide additional content that supplements the text (to acknowledge a tangential idea or note copyright permission for reprinting a lengthy quote). See section 2.12 in the Sixth Edition of the APA Publication Manual for more information regarding footnotes.

7.2.11 Permission to Use Previously Copyrighted Material

If you are using material copyrighted by another, either in the main body or appendices, you must obtain permission for its use, and indicate this in a footnote on the first page of the material. The use of material without permission delays the processing of your DP and exposes you to possible legal action by the person holding the copyright. If you are quoting several lines of a source to strengthen a point you are making, it is not necessary to write for permission. In this case, simply reference the source.

7.2.12 DP Content and Sequence

- a) Title page (see Appendix I)
- b) Copyright page, if applicable (see sample in Appendix J)
- c) Acknowledgements, if any
- d) Abstract
- e) Preface (optional)
- f) Table of contents, including appendices
- g) List of tables, with page numbers
- h) List of figures, with page numbers
- i) Chapter 1 – Introduction
- j) Chapter 2 – Literature Review
- k) Chapter 3 – Methods
- l) Chapter 4 – Results
- m) Chapter 5 – Discussion
- n) References
- o) Appendices

Other formatting considerations should be addressed with the Committee Chair, after first referring to the APA Style Manual.

8 FINAL STEPS AFTER COMPLETING THE DOCTORAL PROJECT

8.1 Final Paperwork

Students must schedule an appointment with DP Submittal Administrator Matt Kramer to submit a copy of the completed and approved DP and the signed Doctoral Project Approval/Credit Form (Appendix F). Students may email or call Matt Kramer (matt_kramer@williamjames.edu, or 617 564 9412) to schedule an appointment. He will then provide instructions on how to submit the DP.

The title of the Doctoral Project **must be identical on all materials submitted**. Please check that the title of the Project submitted is the same title as listed on the Doctoral Project Approval/Credit Form and the DP Submittal Acceptance form.

The DP Approval/Credit form must be typed (the student name and DP title) and signed by the committee members. If obtaining signatures prior to submittal is not possible there is a temporary approval placeholder process via email. This process will be described in the submittal instructions sent by the DP Submittal Administrator prior to the submittal appointment.

8.2 Publication Options

There are several options for copyright registration and publication of the Doctoral Project. Copyright registration is suggested for projects containing materials with potential product value (e.g., a manual, workbook, or therapeutic technique). Students are encouraged to discuss the full range of publication options with the DP Submittal Administrator.

Students are required to publish their Doctoral Projects in *Dissertation Abstracts International*, a service of ProQuest/UMI. By publishing materials in Dissertation Abstracts International, doctoral projects will be accessible to all those who are interested in that subject area and will be available for purchase through UMI. Students may also choose to register their projects with the United States Copyright office via UMI, but this is an option and requires an additional fee. As authors of the doctoral project, students automatically have a copyright. Registering the work in the copyright office provides extra evidence of copyright should an infringement occur. It is recommended for those works that have commercial potential and are easily implemented by others.

Students may elect to delay the publishing of the full text of their doctoral project when they submit the project to UMI. Students who elect to pursue this option must submit a statement with the reason for the embargo when meeting with the DP Submittal Administrator during the final stage of the submittal process. During the period in which the delay is in effect institutions outside of the college will not be able to retrieve the digital full text of the doctoral project via UMI's database. The William James College library will also honor the delay and not loan the print copy of the full text to external institutions. However, in the interest of promoting access to scholarly information for William James

College students, the full text of the doctoral project will be available to William James College students during the period in which the delay is in effect.

8.3 Colloquium Arrangements

After final approval of the written work is granted by the student's committee, the student schedules the colloquium at a time when committee members are available.

Colloquia should be held within one month of the approval of the project. For students graduating in June, colloquia may not take place later than a specified deadline in the spring term. Although this date will be made available to students in advance, it is typically three weeks prior to graduation. The colloquium is announced to the William James College community through the posting of a notice to the college community. The general public is welcome, and the student is encouraged to invite friends, family members, and colleagues. The student assumes responsibility for hospitality (e.g., refreshments) and for any special arrangements (e.g., virtual attendance via conference call or Skype). Serving alcoholic beverages as part of the celebration is **not** permitted.

The colloquium is viewed not as an oral defense, but rather a public presentation of the project and a celebration of completing this major requirement. The student should confer with the DP Committee Chair about their presentation at the colloquium. The presentations by the student and by the discussant are followed by an open discussion by those present. The colloquium typically concludes with an informal, celebratory gathering. The typical sequence and timeline is as follows:

- Welcome and Introductions by the Chair (5-10 minutes)
- Student Presentation (20-30 minutes)
- Discussant Presentation (10-15 minutes)
- Questions and Comments (15-25 minutes)
- Chair Closes the Meeting (5 minutes)

To secure a date, time and room for a colloquium held at the college, the student must submit the Colloquium Reservation Form (Appendix K) to the School Psychology Department Coordinator. The Reservation Form should be filled out with as much detail as possible and with two possible dates. This is especially important when scheduling a colloquium near the end of the spring semester, when room availability is limited. When the colloquium is scheduled and a room is assigned, the Department Coordinator sends the student a draft of the colloquium announcement. The student must proofread and approve the draft, after which it is circulated via email to the William James College community.

On the day of the colloquium, rooms are configured in "colloquium style" with a table in the front for the panel, chairs for the audience, and a table in the back should the student bring refreshments. Students who wish to show an audio-visual presentation may use the computer equipment in the classroom or bring their own laptop. If technical assistance is needed for the audio-visual presentation, the student should submit a request for assistance to the IT department at least two weeks prior to the colloquium.

9 DOCUMENTATION AND TIMELINES

9.1 Doctoral Project Progress Form

Students begin documenting their progress on the Doctoral Project Progress Form (Appendix A) once they have an approved prospectus. The form is updated at the end of each fall and spring semester and submitted to the student's faculty advisor. In updating the form, the student should verify that the completion of each step has been communicated to the School Psychology Department coordinator as called for. The faculty advisor reviews the status of the student's doctoral project as indicated on the Doctoral Project Progress Form and ensures that program records (which are maintained on a faculty-only MyCampus webpage) are accurate and up to date.

The following explains how DP tasks listed on the Doctoral Project Progress Form are accomplished and documented:

1. **CITI Training:** The completion of the CITI training is a component of PR828 Doctoral Project I: Orientation. The course instructor verifies that this task has been completed by emailing the School Psychology Department Coordinator and copying the student. Completion of the CITI training must be current (within three years) when the student submits the DP proposal for IRB approval.
2. **Prospectus Approval:** The student may need to submit multiple drafts before the prospectus is approval. The faculty who approves the prospectus documents this by sending an email message to the student and the Department Coordinator, with the Doctoral Project Prospectus Rubric as an attachment.
3. **Selection of Committee Chair:** The student secures a committee chair and begins to collect committee member signatures on the Committee Membership Agreement form. The signed form is submitted to the Department Coordinator. This may be done in two steps (i.e., submitting a partially completed copy to the Coordinator) if there is a delay in obtaining second and third committee member signatures.
4. **Selection of second and third committee members, and colloquium discussant:** With approval from their Chair, the student contacts prospective second and third committee members to discuss their availability and willingness to serve on the committee. To fully apprise prospective members of what is involved, the student provides them with the approved prospectus and the Doctoral Project Committee Member Information letter (Appendix C). The third committee member is invited to serve as the discussant at the student's colloquium. The signed DP Committee Membership Agreement is submitted to the Department Coordinator.
5. **DP Proposal Approved for Distribution:** The student works with the DP Chair to complete a draft of the DP proposal (i.e. first three chapters) that the Chair deems ready for distribution to the full DP committee. Approval for distribution means that the proposal meets the basic expectations for content and form (see Section 3.2 above) and is ready for

committee review and feedback. It does not imply that the current version has been approval by the Chair or will be approved by the Committee.

6. **DP Proposal Approval by Committee:** The DP Chair convenes the Committee to discuss the proposal, provide feedback, and review subsequent revisions. This process will typically involve two or more committee meetings and multiple revisions. When the DP proposal is approved by the Committee, the Doctoral Project Proposal Acceptance Form is signed by committee members and submitted by the student to the Department Coordinator.
7. **DP Proposal Approval by IRB:** The student prepares a draft IRB application for DP Chair review and feedback. When the application is ready for submission, the student submits the application and related documents (i.e., Conflict of Interest forms) to the IRB with cc to the DP Chair, who confirms committee approval and review of the IRB application. When the application is approved by the IRB, the IRB Determination Memo is emailed to the student and the DP Chair.
8. **Doctoral Project Approval by Committee:** When the DP receives final approval from all committee members, the Doctoral Project Approval/Credit Form is signed by committee members and a copy is submitted by the student to the School Psychology Department Coordinator.
9. **WJC Acceptance:** Following DP Committee approval, the student submits a copy of the Approval/Credit Form and a PDF copy of the approved doctoral project to DP Submittal Administrator, Matt Kramer (matt_kramer@williamjames.edu). The student makes an appointment with Mr. Kramer to determine whether the doctoral project is in acceptable form for final acceptance. After the DP Submittal Administrator signs the DP Submittal Acceptance Form to verify acceptance, the student may finalize the scheduling of the colloquium.
10. **Scheduling and Holding the Colloquium:** The student must obtain approval of the DP committee and the DP Submittal Administrator before a colloquium date can be scheduled. The Colloquium Reservation Form must be submitted to the Department Coordinator to schedule the colloquium.
11. **Credit for Doctoral Project Coursework:** Immediately following the colloquium, the DP Chair signs the course credit section of the Doctoral Project Approval/Credit Form to verify credit for PR926/927 Doctoral Project IV: Individual Mentorship. The student then submits this form to the Department Coordinator, who provides a copy to the Registrar.

9.2 Graduation Guideline Dates

Table 4 provides guidance to students who are projecting completing of the DP progress with respect to graduation dates. A student who falls behind the indicated timelines must recognize that the respective graduate date is uncertain at best. Exact graduation dates are specified by the WJC

academic calendar each year. Dates for prospectus, proposal, and final DP approval are general guidelines. The colloquium timelines are requirements and should be considered non-negotiable for participating in graduation.

Table 4: Doctoral Project Guidelines

Graduation Dates	Prospectus Approved	Proposal Approved by DP Chair	Final DP Approved by Committee	DP Submission & Colloquium
June	September 1 st	End of Fall Semester	May 1 st	DP: Submit to DP Submittal Administrator Matt Kramer two weeks prior to colloquium Colloquium: three weeks prior to graduation date (refer to academic calendar for final date)
August	November 1 st	March 1 st	August 1 st	DP: Submit to DP Submittal Administrator Matt Kramer two weeks prior to colloquium Colloquium: three days prior to conferral date (refer to academic calendar for final date)
December	March 1 st	June 1 st	December 1 st	DP: Submit to DP Submittal Administrator Matt Kramer two weeks prior to colloquium Colloquium: three day prior to conferral date (refer to academic calendar for final date)

9.3 Continuing Doctoral Project Agreement Form

As explained in the Continuing Doctoral Project Policy (Appendix L), the purposes of the Continuing Doctoral Project Agreement form (Appendix M) are to monitor the student’s progress and to document the student’s half-time enrollment status for continued eligibility for financial aid help students keep track of progress on their DP while registered for Individual Mentorship (PR926 and PR927³) and Continuing Doctoral Project (PR950). The form must be completed by students registered for PR926 and PR927 or PR950 at the conclusion of *each* semester by the last day of classes. Once the form is completed, it must be submitted to the student’s DP chair for approval. The DP Chair then must submit the form to the School Psychology Department Coordinator.

³ 4.5 contact hours are associated with PR927 for financial aid purposes.

Failure to submit this form by the last day of classes each semester will result in the student receiving an Incomplete until the form is properly submitted. If the student is not moving at an expected pace, a Corrective Action Notices (CANs) must be submitted; 2 CANs will automatically require a review and possible recommendation for dismissal.

10 RESOURCES

10.1 Academic Resource Center

The Academic Resource Center (ARC) has two functions:

- The ARC assists students with documented disabilities to obtain reasonable accommodations which allow them access to the curriculum and the school environment.
- The ARC offers writing, organizational and study skills support to students in all programs throughout the college.

ARC tutorial services are available to any student who needs help organizing or editing papers and presentations. ARC tutors can provide help with

- Editing documents for language use, missing words, misused prepositions, missed punctuation, inconsistencies in tense, sentence fragments, etc.
- Acquiring a professional voice in graduate level writing (e.g., using an "active", academic voice; avoiding excessive word usage, maintaining subject-verb agreement and tense consistency)
- Mastering study and preparation methods (e.g., note-taking, organizing thoughts)
- Gaining an awareness of executive functioning skills as they impact the ability to successfully meet imposed expectations in graduate studies (e.g., time management, prioritizing classroom assignments)

10.2 Department Statistical Consultation

The Department Statistical Consultant (DSC) has three main functions. During the development stages of the DP proposal, the DSC is available to consult with the student and their DP Chair or Committee to provide guidance as to what types of methodology would be best suited for the particular DP study. It is also the role of the DSC to provide consultation to the student and DP committee as needed during the statistical analysis portion of the DP. Lastly, the DSC **must** approve the methodology section of the DP before the DP Committee signs off of the DP Proposal.

APPENDICES

Appendix A: Doctoral Project Progress Form

After the doctoral project (DP) prospectus is approved, this form is used by the student and faculty to track progress toward DP completion. Please refer to Section 9.1 of the School PsyD Doctoral Project Manual for detailed information about completing each step.

The student maintains a hard copy version of this form for periodic review by faculty. The School Psychology Department Coordinator (Malory Reynolds) maintains an electronic version of this form in the student record. Monitoring procedures are as follows:

- The student submits a current/updated version of this form to the DP committee chair 3 times a year: Fall (Day 1), end of Fall, and end of Spring (at the A&P Conference).
- The electronic version of this form in the student record is updated by the Department Coordinator or the DP Chair as indicated in the Documentation column below.
- The student submits a current version of this form as part of the annual A&P Conference documentation.

Task	Date Completed	Task Description	Documentation
1. Prospectus Approval		Student submits DP prospectus to DP course instructor for review and approval. The student begins using this form when the prospectus is approved, and the Department Coordinator initiates record-keeping in the School PsyD doctoral project database (accessible by faculty).	Instructor who approves the Doctoral Project Prospectus Rubric sends email with attached form to student and Department Coordinator
2. Selection of Committee Chair		Student secures a DP Chair	DP Committee Membership Agreement Form – Student submits to Coordinator for student record entry
3. Selection of Second and Third Committee Members		Student and DP Chair identify prospective committee members; student circulates form(s) to verify membership with signatures.	DP Committee Membership Agreement Form – Student submits to Coordinator for student record entry
4. DP Proposal Approved for Distribution		Student works with the DP Chair to complete a draft of the DP proposal that meets basic expectations and is ready for full committee review and feedback.	The DP Chair enters the approval date in the student record.
5. DP Proposal Approval by Committee		The DP Chair convenes the DP Committee to discuss the proposal and request revisions. When approved, committee members sign the Doctoral Project Proposal Acceptance Form. Prior to committee sign-off, there must be an email from the Department Statistical Consultant indicating that the project has been approved.	Doctoral Project Proposal Acceptance Form – Student submits to Coordinator for student record entry.
6. DP Approved		When the final project is approved by the full	Doctoral Project Approval/Credit

by Committee		committee, each member signs the Doctoral Project Approval/Credit Form.	Form - Student retains the original (for colloquium), submits a copy to Coordinator for student record entry, and makes a copy for WJC approval (see next step).
7. DP Submittal		Student makes an appointment with Research and Writing Specialist/DP Submittal Administrator Matthew (Matt) Kramer for submittal of approved DP. Student submits the Doctoral Project Approval/Credit Form and a PDF copy of the approved doctoral project to the WJC Research and Writing Specialist, who reviews the doctoral project and indicates the need for any revisions.	Upon verification of acceptance, Research and Writing Specialist/DP Submittal Administrator signs the DP Submittal Acceptance Form . Student submits this form to Coordinator for student record entry.
8. Colloquium scheduling		Student polls committee members to identify possible colloquium date(s), and completes Colloquium Reservation Form.	Student submits electronic or hard copy of the Colloquium Reservation Form to Coordinator for student record entry and public announcement.
9. Post-colloquium documentation of course credit		Following the colloquium, the committee Chair signs the Doctoral Project Approval/Credit Form to verify course credit for PR926/927.	DP Chair signs Doctoral Project Approval/Credit Form ; student submits hard copy of form to Coordinator for student record entry and submission to Registrar.

Appendix B: Doctoral Project Prospectus Rubric

Name of Student: _____	Date: _____
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- 1. Type of Project:** What type of doctoral project (DP) is being considered? (See Section 6 of the DP Manual.)
 - Intervention Project
 - Program Evaluation
 - Demonstration Project (program, service development)
 - Survey Project
 - Measure, Test, Product Development Project
 - Meta-Analysis
 - Systematic Investigation of a Phenomenon or Problem
- 2. Basic Expectations:** The DP will meet the requirement of constituting “a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology.”
 - Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary
- 3. Problem Statement:** The prospectus provides an overview of the topic being investigated. The rationale, context and relevance are established, and key terms are defined.
 - Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary
- 4. Literature Review:** The prospectus references sufficient essential and current literature to support the foundation for their proposed DP, and previews the topics to be covered in depth in the DP literature review.
 - Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary

5. **Research Questions:** The prospectus includes clearly stated research questions that (a) are relevant to the problem statement, (b) identify key variables, and (c) are sufficiently clear and specific to describe the intended project.
- Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary
6. **General Methodology:** The proposed methodology is appropriate for the student’s project given the research questions and general topic area.
- Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary
7. **Timetable for Completion:** The student’s proposed time-table for completion is practical and properly sequenced.
- Unsatisfactory
 - Needs Improvement
 - Expected
 - Exemplary

Additional Notes for Student Consideration: _____

Prospectus Determination – Student must receive an “expected” or “exemplary” rating for all seven categories for a prospectus to be approved.

() Approved () Conditional Approval () Revise and Resubmit

Appendix C: Doctoral Project Committee Member Information

To: Prospective Doctoral Project Committee Member – School Psychology

From: The William James College Faculty

Thank you for considering joining the Doctoral Project Committee of a School Psychology PsyD student. To help you make an informed decision, this is a brief description of the doctoral project process and the roles and responsibilities of committee members.

The Doctoral Project (DP) is an integral part of doctoral level training at William James College program. The DP process promotes the further development and practical application of previously established research competencies in addressing a topic relevant to the field of school psychology. It also provides an opportunity to connect the student's professional development with the larger school psychology community.

The basic expectation for the doctoral project is that it constitutes **a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology**. With guidance from a faculty chairperson and invited committee members, students conduct a thorough literature review; formulate and implement an ethically and methodologically sound research design; analyze and interpret findings, and offer conclusions and implications for practice.

The Doctoral Project Process

You should have received the student's DP prospectus—a concise description of a topic and how the student intends to study it—so you can determine whether it is a good fit with your interests and expertise. After forming a DP Committee, the student develops a proposal that expands upon the prospectus. This is a substantial task, as the proposal constitutes the first three chapters of the project (Introduction, Literature Review, and Methods). The DP Committee Chair works with the student to ensure that the DP proposal is ready for review by committee members. Once the proposal is distributed, the DP Committee guides and supports the student for the remainder of the process. The DP Committee reviews the proposal, providing feedback and subsequently granting approval to certify that the proposed project will meet quality standards. The Committee similarly reviews the completed project, providing feedback and making the final determination of acceptability. As a general rule, the DP can be expected to take about one year to complete from the time of committee formation.

Role and Responsibilities of Committee Members

The DP Committee consists of three members:

- Committee Chair (core faculty member of the School Psychology Department)
- Second Committee Member (core or teaching faculty member at William James College)
- Third Committee Member (external doctoral level psychologist or mental health professional)

The DP Committee Chair assumes primary responsibility for communicating standards and expectations, and coordinating committee efforts. All three committee members provide substantive feedback at various stages: proposal development and acceptance, IRB submission, project implementation, analysis and interpretation of results, and the final written project:

- Provide substantive feedback on drafts of the proposal and final project;
- Ensure that the DP meets quality standards, requesting revisions, refinements or additions as needed;
- Attend and participate in the student's colloquium.

Committee members can expect to meet with the student at least two times. The Committee chair may exercise flexibility about additional meetings or other means of communicating (e.g., teleconferencing, email correspondence).

As the external member of the Committee, the third committee member typically assumes the role of Discussant at the student's colloquium. The colloquium is a public presentation of the student's DP to the William James community and other invited guests. It is celebratory in nature since the DP has already been approved by the Committee. The typical structure for the colloquium is as follows:

- Welcome and Introductions by the Chair (5-10 minutes)
- Student Presentation (25-35 minutes)
- Discussant Presentation (10-15 minutes)
- Questions and Comments (10-20 minutes)
- Chair Closes the Meeting (5 minutes)

The Discussant Role

The discussant—typically the third committee member—is an accomplished professional with specialized knowledge, expertise, and/or experience regarding the DP topic or method of analysis. The discussant's role is to offer commentary, following the student's presentation of the DP, which enriches participants' understanding and appreciation of the topic. This input need not be limited to reflections on the student's work. The discussant may offer a different perspective on the topic or discuss related aspects of their own professional work. The discussant's presentation sets the stage for the lively and engaging questions and comment period that follows.

If you have any questions, please do not hesitate to contact the student's Committee Chair.

Appendix D: Doctoral Project Committee Membership Agreement

Student Name _____ Year of PsyD Level entry _____

Advisor _____

DP Working Title / Topic Area _____

Procedure:

1. The student and committee members complete and sign this agreement as indicated.
2. The **student** submits this form, with all signatures, to the School Psychology Department Coordinator.

Check One

I agree to serve as Chair of the student's Doctoral Project Committee.		
_____	_____	_____
(print name)	Signature of DP Chairperson	Date

I agree to serve as the 2nd Member of the student's Doctoral Project Committee.		
_____	_____	_____
(print name)	Signature of 2nd Member	Date

I agree to serve as the 3rd Member of the student's Doctoral Project Committee.		
_____	_____	_____
(print name)	Signature of 3rd Member	Date
As 3 rd member, I also agree to serve as the <u>Discussant</u> for the student's Doctoral Project colloquium.		
_____	_____	_____
(print name)	Signature of 3rd Member/Discussant	Date

_____	_____	_____
(print name)	Signature of Student	Date

Appendix E: Doctoral Project Proposal Acceptance Form

This form along with the IRB Determination Memo (example of which is located in IRB section) must be filed with the School Psychology Department Coordinator.

Student's name:

Proposal Title:

Date completed proposal accepted by Doctoral Project Committee:

We, the undersigned, approve the proposed Doctoral Project work, which includes our review of the work for ethical concerns.

Committee Chairperson

Name: _____ Signature: _____

Date:

Committee Second Member

Name: _____ Signature: _____

Date:

Committee Third Member

Name: _____ Signature: _____

Date:

Colloquium Grading Rubric:

Item	Points Available*	Points Earned
1. Prepares a PPT presentation with required content and style	2	
2. Reviews presentation with DP Chair prior to colloquium and receives Chair approval	2	
3. Student displays appropriate facilitation and presentation management skills through adhering to time boundaries indicated in the DP Manual	2	
4. Student provides information in a manner that addresses the level of psychological sophistication and knowledge of the audience	2	
5. Student facilitates discussion and answers questions from the audience, grounding all answers and material in current psychological theory and practice.	2	
6. Student's verbal presentation and appearance meets contemporary professional standards.	2	

* Score 0 = Below Minimal Level of Achievement
 1 = Meets Minimal Level of Achievement
 2 = Exceeds Minimal Level of Achievement

Minimal Level of Achievement = score of 1 or 2 on each of the elements above

Appendix G: Format of the Doctoral Project Title Page

WILLIAM JAMES COLLEGE

The Title Is Placed Here In Upper and Lower Case

Student Name

Academic Degrees, Granting Institutions, Year Degree Granted

Submitted in partial fulfillment of the

requirements for the degree of

Doctor of Psychology

YEAR

Appendix H: Format of the Copyright Page

The copyright page will contain the following information only, centered at the bottom of the page:
Copyright Year and Full Name of Student (example below).

Copyright 2017

By

Dun N. Gone

Appendix I: Colloquium Reservation Form

Please complete this and return to the School Psychology Department Coordinator (Malory Reynolds) to secure a date/time and room for your colloquium.

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Please provide (in order of preference) two dates and times that might work for you and your committee. We will do our best to accommodate your request.

Student Name: _____

Contact Number: _____

Email Address: _____

.....

Request One:

Date: ____/____/____ Time: ____:____

Request Two:

Date: ____/____/____ Time: ____:____

PLEASE KEEP IN MIND THAT ALL FRIDAY COLLOQUIA MUST END PROMPTLY AT 5:30 p.m. WHEN THE BUILDING CLOSES.

The following information will be helpful with room size/selection.

How many people will be attending (roughly) your colloquium? _____

Will food and beverage be served? _____

Discussant Name & Title: _____

Title of Topic: _____

What kind of AV/Classroom support is needed? _____

Appendix J. Continuing Doctoral Project Policy

Students are encouraged to complete their doctoral project during their years of course work and field work. Some students may have met all academic requirements except the doctoral project and register for PR950 Continuing Doc Project which carries half-time enrollment status. In each semester of continuing doc project, (if there is more than 1 semester of continuing doc project), the student and their doctoral committee chair will confer prior to the start of the semester and create and sign a document with the goals and dated benchmarks for meeting the goals for the semester. The student must agree to commit to 20 hours a week on the project and maintain a time log documenting their work. At the conclusion of the semester, if the student has satisfactorily met the agreed upon goals and the time requirements, they are eligible to receive a CR (credit) grade for the semester.

Half-time Enrollment (eligible for Federal Title IV financial aid)

If the PR950 contract requirements were 80% completed a Non-credit Passing (NP) credit will be assigned. Please note that to obtain this grade, the student must meet the 20 hours a week requirement, but is responsible to meet in the range of 80% to less than 100% of the contracted benchmarks. If the required 20 hours are not met and requirements are less than 80% completed a Non-credit Problematic grade of NF will be assigned. The student will have the following semester in a Continuing Doc Project series to resolve a non-credit grade to meet the academic and temporal goals with the current semester's Continuing Doc Project. In the event that a student receives a Non-credit Problematic grade in two semesters in a row, they will be placed on probation and have one more semester to meet all the requirements for the 3 allowable half-time enrollment semesters of PR950 Continuing Doc Project. Three semesters without final course results of all PR950 courses showing positive success indicates a lack of satisfactory progress and the result is dismissal from the program.

Enrollment (NOT eligible for Federal IV financial aid)

Students who have lost their Federal Title IV eligibility and enrolled and/or completed PR950 3 times will have to enroll in PR951 to complete their Doctoral Projects within the timeframe limit of their academic department's requirements. Please be aware that the PR951 course is considered to be less than half-time enrollment status, thus a student will go into the stage of financial aid repayment of school loans.

Less than half-time Enrollment (NOT eligible for Federal Title IV financial aid)

Some students may recognize that their circumstances are such that they cannot register for PR950 and meet all its requirements. These students can register instead for PR951 and not have the 20 hour a week/ half time enrollment expectation. Please remember that there is an academic department regulation for how many years a student is allowed to complete a Doctoral Project. While there are not necessarily academic consequences for progressing at a less than half-time pace, there are financial aid implications as federal financial aid is not available to students whose enrollment is less than half-time, thus the student would need to start loan repayment.

Appendix K: PR950 Continuing Doctoral Project Agreement

- This form must be completed prior to the start AND at the end (when grades are due) of *each* Fall and Spring semester that the student is enrolled in PR950 Continuing Doctoral Project.
- The student must confer with the doctoral project (DP) committee chair to establish goals for the semester, including a weekly commitment of 20 hours/week to the project. The DP committee chair (1) keeps the original signed form on file, to be submitted at the end of the semester, and (2) submits a copy of the form to the School PsyD Program Director.
- The student must submit a record of time devoted and tasks completed to the DP committee chair by the final day of the semester. The committee chair completes and signs the form and submits it to the Program Director. Please refer to the Continuing Doctoral Project Policy (Doctoral Project Manual, Appendix L) for implications of not meeting the time requirement and goals.

Student Name:	Student ID Number:	Date:
Semester/Year:	DP Committee Chair Name:	
THE STUDENT MUST COMPLETE THIS SECTION BEFORE THE START OF THE SEMESTER.		
<input type="checkbox"/> I agree to devote 20 hours per week to my doctoral project this semester. I will keep a record of hours devoted each week and of tasks completed (see below), and submit this to the DP chair by the end of the semester.		
Student signature: _____		Date: _____
Check off the tasks completed during the current semester: <ul style="list-style-type: none"> <input type="checkbox"/> DP Proposal draft submitted to chair <input type="checkbox"/> DP Proposal draft circulated to Committee <input type="checkbox"/> DP Proposal approved by committee <input type="checkbox"/> IRB Application Submitted <input type="checkbox"/> IRB Application Approved <input type="checkbox"/> Subject Selection/Recruitment <input type="checkbox"/> Data Collection <input type="checkbox"/> Data Analysis <input type="checkbox"/> Draft of Chapter 4 (Results) <input type="checkbox"/> Draft of Chapter 5 (Discussion) <input type="checkbox"/> Doctoral project approved by Committee <input type="checkbox"/> Colloquium Held 		Doctoral Project Sequence (check one): <ul style="list-style-type: none"> <input type="checkbox"/> PR950 Continuing Doctoral Project (semester 1) <input type="checkbox"/> PR950 Continuing Doctoral Project (semester 2) <input type="checkbox"/> PR950 Continuing Doctoral Project (semester 3) <input type="checkbox"/> PR950 Continuing Doctoral Project (semester 4)
THE DP COMMITTEE CHAIR COMPLETES THIS SECTION AT THE END OF THE SEMESTER.		
Average hours/week devoted to doctoral project (submit log or documentation): _____		
Has the student met time requirements and goals? ___ YES ___ NO		
If NO, submit a course grade of "No Credit Not Passing (NF)		
Comments:		
Chair signature: _____		Date: _____