

## DISSERTATION PROPOSAL EVALUATION FORM

Student's Name: \_\_\_\_\_

Chair's Name: \_\_\_\_\_

Faculty Member's Name: \_\_\_\_\_

Faculty Member's Role (please circle one):

Chair                      Committee                      Reader

Date of Proposal: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

For Dissertation Chair only:

Date IRB Approved Study: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date Citi Certification: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date Proposal Approval Expires (four year from today): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Instructions:** All members of the dissertation committee (chair, committee members, and readers) should complete this form by the end of the proposal hearing and return it to the Dissertation Chair.

**Dissertation Chair, please note:** copies of all evaluations need to be:

- 1) Placed in the student's record,
- 2) Given to the student, and
- 3) Maintained by the Dissertation Chair.

**Please circle the most appropriate score for each item, relative to the student's research and the dissertation proposal process. Narrative comment may be added.**

**NOTE:** Ratings of "3" represent a student who is performing as would be expected and is on target. Ratings of "4" or above should be reserved for a student who is doing better than expectable or is excelling, while ratings below "3" indicate a need for concern.

### QUALITY OF DOCUMENT

1) *The proposal conveys a clear picture of the problem to be studied.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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2) *The proposal conveys the history of related conceptual and theoretical ideas in the literature review.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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3) *The proposal conveys the history of research findings in the literature review.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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4) *The proposal conveys the student's understanding of the integration between psychodynamic theory and research.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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5) *The proposal demonstrates the student's ability to summarize theoretical and research perspectives related to the question under study.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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6) *The proposal demonstrates the student's ability to convey research methodology.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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7) *The proposal demonstrates the student's ability to convey sampling (subject/participant recruitment) strategies.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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8) *The proposal demonstrates the student's understanding of threats to the study's validity.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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9) *The proposal is a well written, coherent summary of the problem, question or hypothesis and methodology.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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10) *The proposal meets the Institute's writing and style standards for the dissertation.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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**Total Score for Quality of Document:** \_\_\_\_\_

## QUALITY OF ORAL PRESENTATION

11) *The student demonstrates the ability to verbally convey essential features of the study.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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12) *The student demonstrates the ability to specifically convey the problem being studied.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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13) *The student demonstrates the ability to specifically convey the question or hypothesis being studied.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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14) *The student demonstrates the ability to locate the problem/question/hypothesis and value of the research in the literature.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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15) *The student's verbal presentation, in conjunction with the written proposal, leads to a meaningful discussion with the committee.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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16) *The student responds openly and thoughtfully to the committee's questions and feedback.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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**Total Score for Quality of Oral Presentation:** \_\_\_\_\_

## ETHICAL CONSIDERATIONS

17) *The student demonstrates the ability to identify potential risks to human subjects.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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18) *The student demonstrates the ability to convey the scope of study and risks to participants in the Consent Forms.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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19) *The student demonstrates the ability to construct an acceptable IRB application.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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20) *The student demonstrates a general respect for and awareness of human subjects.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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**Total Score for Ethical Considerations:** \_\_\_\_\_

### **ADDITIONAL COMMENTS AND OVERALL SCORE**

Note any problems in learning that need to be addressed prior to beginning research.

Comments:

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**Overall Score (subtotal of all scored domains above):** \_\_\_\_\_

#### ***Score Interpretation:***

**Below 60** = significant practicum concerns exist and should be reported to the Practicum Chair

**60 – 80** = meeting expectations, on target, progressing as expected

**Above 80** = exceptional, beyond expectations

#### **DECISION:**

- a. **PASS**
- b. **CONDITIONAL PASS**
- c. **FAIL**



Recommendations for Passing Student:

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Recommendations for Conditional Passing Student:

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Recommendations for Failing Student:

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**Faculty Signature:** \_\_\_\_\_