



REGENT UNIVERSITY
SCHOOL OF PSYCHOLOGY
AND COUNSELING

Dissertation Handbook

PhD in Counselor Education & Supervision

Revised September 13, 2022

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School of Psychology & Counseling

This handbook is provided to students and applicants for their general guidance only. It does not constitute a contract; either express or implied and is subject to change at the university's discretion.

All students are expected to read this Handbook and have a thorough understanding of its contents. Students should also be aware that they can discuss the Handbook and direct questions and concerns to their Faculty Mentor or the Program Director regarding any material contained in the Handbook. Students agree to abide by all procedures, policies, and guidelines in the Handbook. Students understand that this Handbook may be modified as University or Program policies, procedures, and guidelines are implemented or changed and that it is their responsibility to review the Handbook annually to remain current with its contents.

Student's Signature _____ Date: _____

I. INTRODUCTION TO THIS HANDBOOK

A. INTRODUCTION

The culminating experience of the Doctor of Philosophy degree is demonstrating the ability to be a scholar through independent research. This handbook outlines the process students must follow to successfully complete their dissertation project.

B. MISSION

The mission of the Counseling Department is to provide training in professional counseling, leadership, advocacy, and research with the integration of biblical principles consistent with professional standards of practice.

The CES Program goals are encapsulated in the five statements below. The CES Program strives to:

Goal A: Quality Curriculum: To deliver the high-quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Student Learning Objectives -

A.1. Students will demonstrate knowledge about professional counseling including examination of theories, integration of relevant counseling theories, conceptualization of clients from multiple theoretical perspectives, evidenced-based counseling practices, methods for evaluating effective counseling, and ethical; and culturally relevant counseling in multiple settings.

A.2. Students will demonstrate knowledge about the purposes of clinical supervision, theoretical models of clinical supervision, roles related to clinical supervision, skills of clinical supervision, assessment of supervisee's developmental level, modalities of clinical supervision, administrative responsibilities related to supervision, evaluation/gatekeeping in clinical supervision, legal and ethical issues, and culturally relevant strategies for conducting clinical supervision.

A.3. Students will demonstrate knowledge about the roles and responsibilities related to educating counselors, pedagogy and teaching methods relevant to counselor education, instructional and evaluation methods relevant to counselor education, effective approaches to online instruction, remediation and gatekeeping function relevant to teaching, ethical and cultural relevant strategies used in counselor preparation, and the role of mentoring in counselor education.

A.4. Students will demonstrate knowledge in research design, univariate and multivariate research/designs, qualitative research/designs, emergent research practices, instrument design, program evaluation, research questions appropriate to the profession, professional writing, professional conference proposals preparation, design of research proposals for human subjects review, sources of funding, and ethical and culturally relevant strategies for conducting research.

A.5. Students will demonstrate knowledge about theories and skills of leadership, leadership in professional organizations, leadership in counselor education programs, accreditation standards and processes, leadership roles for responding to crises and disasters, consultation, current topical and political issues in counseling, leadership in social justice and multicultural issues, and ethical and culturally relevant leadership and advocacy practices.

Goal B: Faith Integration:

To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically based values.

Student Learning Objectives -

B.1. Students will demonstrate professional maturity and self-awareness to work with faith-based issues that arise in counseling, counselor education, and supervision.

B.2. Students will demonstrate knowledge and skills commensurate with counselor education and supervision to incorporate explicit and implicit spiritual/religious counseling.

Goal C: Competent Students:

To graduate students who demonstrate proficient skill in counseling, supervision, teaching, research, scholarship, leadership and advocacy within the context of a multicultural and pluralistic society.

Student Learning Objectives -

C.1. Students will demonstrate skills in counseling, supervision, teaching, research and scholarship, and leadership and advocacy within the context of a multicultural and pluralistic society.

C.2. Students will demonstrate leadership responsibilities as a college and university faculty, advanced practitioners, consultants, researchers & scholarly authors, and administrators within the context of a multicultural and pluralistic society.

C.3. Students will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling.

C.4. Students will demonstrate knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

Goal D: Faculty:

To educate, mentor, and provide leadership in the development of the teaching, supervision, research, leadership, and advocacy skills of students.

Student Learning Outcomes –

D.1 Faculty will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling

D.2. Faculty will provide mentoring and supervision of students as they engage in the roles and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

The Dissertation should reflect the student's emerging ability to provide scholarly leadership in these areas. Such leadership involves making a substantial contribution to the field of counselor education and supervision. The highest level of excellence is required in the conceptualization, development, and manuscript writing of the Dissertation. The project itself may take many forms. But it must be consistent with the doctoral candidate's personal vision and calling for professional contribution, and it must be a project developed under the guidance and mentorship the Ph.D. CES faculty.

C. INTEGRATION OF FAITH AND LEARNING

Dissertations are encouraged to address issues that have implications for matters of faith, and such connections should be explicitly examined in a manner sensitive to the diverse religious perspectives relevant to the topic. Students may choose to write about a new model of integration or the use of spiritual disciplines in therapy. They may also choose to do an in-depth case study that addresses both psychological and theological dimensions. If students choose to focus their Dissertations on topics that are parochial to the Christian community.

II. PHD DISSERTATION PROCESS

A. REGISTERING FOR DISSERTATION COURSES

There are several dissertation-related courses. Some will apply to unique requirements of individual students.

- CES 700 Dissertation Proposal—This course is required for all students before the Proposal Defense.

- CES 719 Proposal Continuation - Should a student not pass their portfolio (and therefore cannot take CES 701), and they have completed all of their regular coursework, they must take CES 719 each semester until they complete their portfolio in order to maintain continuous enrollment in the program. CES 719 cannot be substituted for the required hours of CES 701-703.
- CES 701-03 Dissertation—Students may register for 701-703 in the semester following the successful completion of their portfolio and CES 700. They must take at least three credits and may choose to register for dissertation courses concurrently. Students admitted before 2015 are required to take 701-704.
- CES 795 Doctoral Project Continuation –Students who have not completed their dissertation defense by the end of their last 3-credit dissertation course must sign up for 1 hour of CES 795 each term until the dissertation is defended successfully.

B. ESSENTIAL COMPONENTS IN THE COMPLETION OF THE DISSERTATION

The Regent University Ph.D. CES program requires a four-chapter dissertation format. When reviewing dissertations for other institutions, students should make note that institutions vary regarding the number of chapters required as well as the placement of components with the chapters. The four chapters of the dissertation are:

1. **Chapter I:** Introduction
2. **Chapter II:** Methods and Procedures
3. **Chapter III:** Results
4. **Chapter IV:** Discussion

C. LIST OF STEPS TO COMPLETING THE DISSERTATION

These components should not be all-inclusive. These components represent a general approach that many students follow in the completion of their study. It is important that the student work closely with the dissertation chair to advance smoothly through the process. Please also note that students advance through the dissertation process at different rates. Depending upon the kind of study, the various steps could take longer or shorter periods of time for completion. Understanding these differences and maintaining flexibility in scheduling makes the process go smoother for the doctoral student and his/her professors.

Following are several essential steps in the completion of the dissertation process. Please note that these components and processes are presented as a guide and the student's own process may result in some variations.

- **Step 1:** Explore a dissertation topic with your Faculty Mentor and CES faculty.
- **Step 2:** Take the CES 700 Dissertation Proposal course.
 - Seek and confirm a Dissertation Committee Chair
 - Seek and confirm Dissertation committee members with consultation from your chair – Note: No committee members should be contacted without agreement from the student's chair
 - Write an initial draft of chapters I and II
- **Step 3:** Successfully complete their portfolio and be admitted to doctoral candidacy. Complete and submit a Dissertation Committee form.
- **Step 4:** Register for CES 701, and subsequently CES 702, and 703 with chairs' permission. Students will need to contact the Academic Services Manager to register for these courses.

Note: Students must have a commitment from a full-time SPC faculty for their chair and submit the Dissertation Committee Form before registering for CES 701

- **Step 5:** Finalize Proposal manuscript (Chapter I and II) with feedback and direction from chair and committee members.

- **Step 6:** Proposal Defense
 - Submit a Signed Proposal Defense Competency Review form and **complete a Scholarship Activity Form** (Form's provided by Chair and submitted to ASM).
- **Step 7:** Seek approval from Human Subjects Review Committee with chair approval. The student is encouraged to prepare their request for the HSRC before the Proposal Defense but should not submit to the HSRC Committee until after the Proposal Defense. It is possible that the HSRC request may need to be aligned with the outcome of the Proposal Defense.
- **Step 8:** Implement the dissertation design as written in the dissertation proposal, with full and frequent disclosure to the dissertation chair and committee members.
 - Gather data
 - Analyze data
 - Complete a draft of Chapter 3, results for review and comment by chair
- **Step 9:** Complete a draft of Chapter 4
- **Step 10:** Complete a draft of the entire Dissertation, including verb tense changes in Chapters I and II,
 - Submit draft of Chapters I to IV to chair
 - Submit Draft of Chapter I to IV to committee members as advised by the chair
- **Step 11:** Request a date for oral defense of Dissertation. Notify the Academic Services Manager once a date is scheduled. Dissertation announcement should be sent at least 2 weeks prior to defense.
- **Step 12:** Dissertation Defense (plan for a minimum of one hour, which will include a half-hour for student presentation)
- **Step 13:** Complete the manuscript
 - Make revisions suggested by committee
 - Add the abridged manuscript (article) as an appendix
 - Submit edited copy to chair for final review
 - Upload your manuscript and submit it to ProQuest*

D. DESCRIPTION OF STEPS TO COMPLETING THE DISSERTATION

STEP 1: EXPLORE A DISSERTATION TOPIC

An appropriate dissertation stems from a well-formulated topic, which is pertinent to the counseling field. A variety of activities, such as completing guided readings or participating in a faculty research team, can act as catalysts for development of the dissertation topic. Students should actively work on developing their research topic from the moment they enter the doctoral program. Often, early academic projects such as term papers or student presentations may provide the impetus for the dissertation topic. Intellectual curiosity and diligence in mastering a research area are valuable factors in arriving at a good dissertation topic.

The student is encouraged to pursue dissertation topics that are of personal interest. It is vital that the student match those interests with existing scholarly interests and activities of the full-time faculty with the Counseling Department of the School for Psychology and Counseling at Regent University.

STEP 2: TAKE PROPOSAL DEVELOPMENT CES 700

CES students enroll in the Proposal Development course (CES 700). The course includes but is not limited to the following areas:

- Identifying a research topic and writing a draft of the first two chapters of the dissertation
- Ethics in research and the Human Subjects Review process
- Grant and external funding sources
- Developing a dissertation timeline
- Formation of a dissertation committee

a. Seek and Confirm Dissertation Committee Chair

Importantly, by no later than the end of the Proposal Development course, the student should have identified a full time SPC counseling faculty member who is willing to serve as his or her Dissertation Committee Chairperson.

The dissertation chair is not under obligation to begin advising any student regarding the dissertation process before the portfolio is completed (i.e. during CES 700), although some informal advisement may occur. During the Proposal Development course, students are encouraged to talk with their chair.

Seek and Confirm Dissertation Committee Members

The chair should play an active role in helping the student select appropriate committee members. Membership should be based on expertise with the topic and/or the research design. It is recommended that the members have a diversified perspective on the topic to provide feedback that reflects the current state of knowledge in the area being pursued.

The dissertation committee must be comprised of at least three members, including the chair. At least two of the three members, including the chair, must be full time SPC faculty, currently employed by Regent University, or approved adjunct faculty member. The third member can be selected from inside or outside the SPC and the CES program. If this member is not a full time CES faculty, he/she must have a doctoral degree in an area associated with the dissertation topic and must be approved by the dissertation chair. If a SPC faculty member resigns from the faculty, the person may remain on the committee, but cannot remain as the chair or as the CES representative on the committee. A new chair/member must be appointed to the project to maintain the requirement that (a) a CES faculty be represented on the committee and (b) a SPC faculty serve as the chair.

b. Write Initial Draft of Chapters I and II

At the conclusion of the Proposal Development course, the student should have written a substantial draft of the first two chapters of the dissertation.

The instructor(s) of the Proposal Development course will evaluate the Dissertation proposal prepared during the course and give the student a grade based on that task.

An aim for all students is to identify possible funding sources related to their dissertation topic. This meets the CACREP standard that requires students to demonstrate the ability to write a grant. This increases the

opportunity for students to secure funding for their dissertation research (e.g. recruiting participants, covering expenses related to presentation of results).

STEP 3: SUCCESSFULLY COMPLETE THE PORTFOLIO PROJECT

The dissertation project and committee participation formally begin with the completion of the portfolio project. While preliminary work on the dissertation occurs through CES 700 and faculty may have (a) given assent to participate on the project (b) given initial guidance and feedback, they cannot include work on any dissertation project as a component of their workload until after the student has completed their portfolio. It is upon successful completion of all that a student is admitted to doctoral candidacy. When the student becomes a doctoral candidate, the committee becomes an active working group.

STEP 4: REGISTER FOR DISSERTATION COURSES CES 701, 702, 703, 795 (if needed)

Students will be given an IP grade for each Dissertation course that is registered for until the dissertation project is completed. When you submit your defended and edited dissertation to ProQuest, the Academic Services Manager will send the registrar a memo stating you are done. At that point all the “IP” grades will be changed to “P.”

All CES students are required to register for a total of 9 credits of dissertation, taken in at least three credit increments.

- Once students have successfully completed their portfolio project, secured a chair, and submitted the Dissertation Topic Approval form, they are expected to begin registering for the CES dissertation course sequence (CES 701, 702, 703, and 795(if needed)).

Students should seek to complete the dissertation in three semesters. If the dissertation project is not completed during that three-semester period, students must register for one credit of Doctoral Project Continuation CES 795 every semester until the project is successfully defended.

- Until the proposal has been successfully defended, students must be enrolled in CES 701, 702, 703 or, after completing registration for CES 701-703 (or 701-704 depending on the year of admission), students must register for 1 credit of CES 795 until they have successfully defended their dissertation proposal.

STEP 5: FINALIZE PROPOSAL MANUSCRIPT

The student works closely with the Dissertation committee in preparing the final proposal manuscript, which consists of several elements: The *Title page*, *Chapter I* and *Chapter Two*. Each of the elements and their required order for Chapters I and II are detailed on page 22 of this Handbook.

STEP 6: PLAN FOR THE PROPOSAL DEFENSE

The written draft of the proposal should be prepared in close consultation with the Committee Chair and committee members. The student will be guided by his or her chair about when they need to consult with or send materials to committee members. **It is common for several drafts of the Dissertation proposal to be produced prior to the final version being approved by the committee.** Planning enough time for feedback and revisions is essential. Any revisions or concerns raised by committee members should be promptly resolved to ensure successful completion of the proposal.

a. Schedule Proposal Defense

Prior to setting a date for the proposal defense, the student consults with the Committee Chair. The Proposal Defense is an open meeting for which others, including CES students may attend. The meeting may be

conducted electronically or in person at the Regent campus. The following timeline is based upon the assumption that "Day 1" is the day of the actual Dissertation proposal and represents the latest times/dates that the student must fulfill the tasks:

1. Four weeks prior to the actual proposal defense, the student will:
 - a) Communicate with each committee member; coordinate a date and time for the proposal defense.
 - b) Distribute a copy of the proposal to each committee member
2. Two weeks prior to the actual proposal defense:
 - a) Inform Committee members of the location and provide link for zoom room. **(Link for zoom room should be generated by the Chair).**

b. Seek approval from the Human Subjects Review Committee

The purpose of the Human Subjects Review Committee (HSRC) is to ensure appropriate ethical treatment of research participants that are consistent with the policies of Regent University, the American Counseling Association, and the American Psychological Association. A submission the HSRC Packet should be submitted to the committee Chair and then, with committee chair approval, to the chair of the HSRC.

Submission of the HSRC form(s) should also include a brief overview of the study and method with emphasis on the consent form. The following are basic elements of informed consent that ought to be considered for submission to the HSRC:

1. Statements of research procedures, general purposes, expected duration of participation and approximate number of participants.
2. Description of any foreseeable risks or discomforts.
3. Description of any potential benefits to participants or others.
4. Statement of extent of confidentiality of records.
5. If more than minimal risk, an explanation of whether compensation or medical help will be made available.
6. Explanation of who to contact for questions of research or injuries.
7. Provision at any time for participant to withdraw immediately from study.
8. When appropriate, statement that procedure may involve unforeseeable risks.
9. Statement that participation may be terminated without regard to participant's consent, because of unforeseen circumstances.
10. Any financial additional costs to the participant that may result from participation in the research.
11. Consequences and procedures of participant's decision to withdraw from research.
12. Where appropriate, statement of where the results of the research are to be published or where available for viewing such as a research conference.

Once the dissertation proposal is passed, HSRC approval is sought. The HSRC follows the guidelines outlined in the Faculty & Academic Policy Handbook.

STEP 7: PROPOSAL DEFENSE

The dissertation proposal defense should be about 90 minutes in duration. The Committee Chair will open the meeting with prayer and introduce each member of the Dissertation committee. After preliminary opening remarks by dissertation chair, the student should explain the proposal in about 30 minutes. This explanation should include a description of the studies purpose, value, methods, procedures, and an anticipated timeline for completion. Committee members will question the candidate for an additional 20-30 minutes. At this time, the doctoral candidate and all

guests will leave to allow the committee to deliberate confidentially. The deliberation focuses on the criteria delineated in the Proposal Defense Competency Review form (See Appendix A). After the committee has reached a decision, the student will be called back into the room and the final portion of the proposal defense will include the conclusion (pass/pass with recommendations/fail). A "Pass" signifies that the student has a sufficient grasp of the project to begin implementing the study. A "Pass with recommendations" suggests that the student has a sufficient grasp of most elements of the dissertation; however, additions or revisions may be necessary to the existing proposal document prior to implementing the dissertation's methodology. A "fail" indicates that the student has not met sufficient criteria cited in the Proposal Defense Competency Review form. In this case, recommendations are made, and the student must seek a second proposal defense, addressing the concerns of the committee.

One-two semesters following the Proposal Development course is generally considered an adequate length of time to develop a proposal that is acceptable to the committee. Students who are deemed by the faculty to be making inadequate progress in their Dissertation projections will be given a written warning with a description of the inadequate areas of performance and deadlines for remediation. Failure to correct deficiencies by the prescribed deadlines may seriously jeopardize a student's doctoral candidacy status.

STEP 8: IMPLEMENT THE DISSERTATION DESIGN

Upon completion of the Dissertation Proposal Defense and approval from the HSRC committee; the doctoral candidate may begin collecting data. Students should be aware that there are many obstacles that impede dissertation completion, requiring months and occasionally years longer than originally expected, and there are very few factors that accelerate the process. One way to minimize potential obstacles is to have frequent contact

(i.e. monthly) with the dissertation chair. Consistent interaction accomplishes several things, most importantly, it is your chair and committee who will give final approval of the project, having their ongoing feedback increases the probability of success.

a. Gather Data

The data gathering process will have significant variation depending upon the design. In creating of the research design, students are encouraged to give consideration to the cost associated with the data gathering process. There are many potential expenses students might encounter in the data collection process (e.g. travel, tests and assessments, postage, electronic research tools such as "Survey Monkey," and printing). Time and expense need to be carefully considered and discussed with the chair and committee in the design of the project to avoid encountering unnecessary surprises and/or a factor delaying completion of the dissertation.

The dissertation is the culminating activity of a Doctoral Student's degree and represents the Student's original contribution to the professional literature. It provides an opportunity to focus on a single, carefully defined area within the student interests. The dissertation is a scholarly document intended to demonstrate the research competence of the author and to produce greater understanding of a cultural, social, psychological, physical or spiritual topic as it relates to mental health and related areas of the helping professions.

This piece of independent research is conducted under the direction of a dissertation chair. This culminating project, must make a substantive contribution to the field and demonstrate the ability to evaluate previous scholarship, create original research questions, analyze data, and provide implications for the mental health profession. Students may not start the dissertation process until they finish the required courses, submit a portfolio, pass their dissertation proposal, and reach doctoral candidacy status.

The CES faculty has determined that the use of retrospective or archival data is not appropriate for dissertations since; retrospective data is data that has already been collected; data may have already been

processed and analyzed; the basic organization and preparation (transcription of interviews, entry of numbers into a spreadsheet or specific software, etc.) may have already been done. As such, the use of retrospective data does not allow students to demonstrate they have technical mastery of the subject matter, the data collection and analysis nor the capability of creating and completing independent and original research.

Please note there are faculty who have access to retrospective data, students are encouraged to work with faculty to be mentored, learn, contribute, and submit articles regarding the faculty members research interests.

b. Analyze Data

Just as in gathering the data, the process of data analysis will vary according to the design of the project. Typically, the quantitative data is analyzed using as SPSS or similar statistical program, so it is possible, depending on how straightforward the dissertation has been planned to complete this process in days or weeks. However, qualitative designs often can take a significant amount of time to carefully understand and fully comprehend the rich depth of the information gathered. Doctoral candidates are encouraged to consult with the dissertation chair and committee members to carefully plan a realistic timeline. The doctoral candidate is encouraged to schedule conversations during the data analysis process with his or her chair and committee members as directed by the chair.

Students are expected to analyze their own data. External consultations must be approved by the dissertation chair and be used sparingly when students reach an impasse in understanding their data.

c. Complete a draft of Chapter III

Chapter three is a demonstration of the doctoral candidate's competence in managing data in a meaningful manner to apply the information to the research questions and hypothesis. The tone of the chapter should remain formal and scientific. This chapter is not to explain the data as explanation is reserved for the final chapter, but to present the information in a way so that is clear and understandable to other scholars.

When the actual data gathering process differs from that which was originally proposed, explanation of the changes needs to be provided as a preface to the presentation of the gathered information.

STEP 9: COMPLETE A DRAFT OF CHAPTER IV, DISCUSSION

Chapter IV is distinct from the other chapters in the dissertation. The previous three chapters are highly prescriptive. That is, the doctoral candidate must follow an established form, writing within the discipline of an academic writing style. During the construction of the first three chapters only include information that is established in the professional literature (i.e. the student does not have a direct voice). In Chapter IV, the doctoral candidate is encouraged to articulate her or his conclusions regarding the meaning and application of the dissertation.

STEP 10: COMPLETE A DRAFT OF ENTIRE DISSERTATION

As doctoral candidates are collecting, analyzing, and interpreting the data they are also involved in updating and refining some or all the dissertation chapters.

- Additionally, there are times during the proposal defense that the doctoral candidate is instructed to revise aspects of the project methodology.
- It is important that this draft include any new pertinent research findings released since the creation of the original proposal.

- The proposal is written in future tense (i.e. the study will) but the final defense copy is written in past tense (e.g. the study included).

Therefore, a draft of the dissertation ready for final defense should be completed including new relevant literature, suggestions for adjustments made by committee members, and updated to verb tenses. The process continues as one like the proposal creation. The doctoral candidate works with the chair on drafts of the document until the chair indicates the committee members should be consulted and/or sent the defense ready draft. Students submit a draft to all committee members for their review. It is not uncommon for several revised drafts to be requested by the committee prior to receiving final Dissertation draft approval. Once all requested revisions have been adequately addressed and the Committee Chair gives approval, the student may request a date for an oral defense of the Dissertation.

STEP 11: REQUEST A DATE FOR ORAL DEFENSE OF DISSERTATION

The request of an oral defense date should occur as part of the ongoing conversation between the doctoral candidate and the chair. **It is expected that drafts of the dissertation will go through multiple revisions before a defense date is established.** With every rereading the chair and/or committee help sharpen clarity of the dissertation. When the chair is content that the document meets the criteria for dissertation standards within the profession, university, school and program, she or he will support the establishment of a defense date.

a. Scheduling the Defense.

The committee Chairperson has final responsibility for approving an oral defense date for the Dissertation. Working with the committee members, a date is set for the oral defense. The student will notify all committee members and any other necessary individuals of the date, time, and location. No later than two weeks before the date of the defense the student must send to the committee members: the manuscript, abridged manuscript, approved human subjects review forms, and power point.

Dissertation defenses may occur in person on campus or electronically via Zoom. If the Defense is to be conducted on campus, the student is responsible to work with the Academic Services Manager, to arrange for a room on campus in which to present the Dissertation oral defense.

b. Submitting Defense Announcement.

Two weeks in advance of the Dissertation defense, the student will email the Academic Services Manager to request the Announcement Template. The student will complete the Announcement template and email it back to the Academic Services Manager. The Announcement will be emailed to the entire CES PhD faculty, staff, and students.

STEP 12: DISSERTATION DEFENSE PROCEDURES

The Committee Chair will open the meeting with prayer and introduce each member of the Dissertation committee. Like the proposal defense, the dissertation defense will be conducted in about 60 minutes. The student should be prepared to give a brief presentation of the study (20-30 minutes). The presentation should briefly review the study significance and design, summarize the results, and discuss the significance of the findings.

The presentation should include any limitations of the study or important issues that need to be addressed further.

When the student has completed the presentation, the committee Chair will begin the period of questioning. Afterwards, the Chair will open the floor to questions only by members of the Dissertation committee and then by any faculty members and other guests who are present. In addition to questions concerning research methodology and theoretical issues, students should be prepared to answer questions relating their topic, findings relevant to worldview, religion, and spirituality. When the questioning period has been completed, all persons other than committee members present in the room will leave the room so the committee can discuss the recommendation regarding the oral defense.

Emphasis will be placed on areas described in the Dissertation Defense Competency Review form (see Appendix B). When a recommendation has been agreed upon, the student will be invited back into the room and the recommendation of the committee will be given to the student by the committee chair.

The committee may approve the Dissertation, approve it provisionally upon revisions, or assign a grade of fail. A failing grade on the oral defense should not occur unless the student has failed to work closely with committee members over the Dissertation process or displays substantial deficits in knowledge areas pertinent to the study. In the event of a failure, the committee will delineate the required steps for remediation. A failure at this level means that the student will have to sit for their oral defense a second time, once all other remedial steps have been taken. All committee members must sign/approve the revised Dissertation once the student has passed the second defense.

If a provisional passing grade is received, the committee will delineate the required steps for remediation and specify a recommended timeline for completion of these steps. Delineation of these steps may necessitate an additional meeting with committee members. The timeline for completion of remedial steps may vary in accordance with the specific remedial concerns of each case. The Dissertation Committee Chair will oversee any changes to a provisionally approved dissertation, and all committee members must sign/approve the revised dissertation. Students with a provisionally approved Dissertation do not need to repeat their oral defense; however, they must continue to take at least one Dissertation credit hour each term while completing the remedial steps requested.

If a full passing grade is received, the chairperson approves the project for manuscript completion.

STEP 13: COMPLETE THE MANUSCRIPT

NOTE: At Regent University unlike some institutions, you may not use the title “Dr.” until the registrar changes your “IP” grades to “P” grades.

- a. Make revisions suggested by committee – students have 60 days from the date of the defense to complete all changes and submit them to the chair for approval.

The first step is to complete changes made by the committee at the dissertation defense. Assuming that the committee decision was “Pass, with Recommendations” (the most common decision) the doctoral candidate will submit the changes required by the committee to the chair who will approve the final version of the manuscript.

- b. Submit manuscript to copy editor if recommended by the chair

It is the Dissertation Chair and committee’s responsibility to ensure that the dissertation manuscript is well edited and ready for submission. If the student’s writing is not able to meet academic rigor, the committee can stipulate that the student obtain a copy editor to provide suggested revisions that would strengthen the final product.

- c. Submit final manuscript to ProQuest

After all the edits have been completed and the Chair approves the final copy, the manuscript is submitted by the student to ProQuest. The registrar will then change the “IP” grades for dissertation hours to “P” and at this point, and not before, the student may use the title “Dr.” Congratulations are in order all along the way, but especially at this end point!

Detailed instructions on formatting the manuscript and completing the paperwork can be found in Appendix C.

III. MANUSCRIPT COMPONENTS

A. PREFATORY PAGES

1. Title Page

The title page includes elements enabling the rapid identification of the subject, author, date completed, and university supervising the study. The title itself should reflect the main research or theoretical issues investigated concisely. Titles must be 10 words or less. The date should reflect the month and year of your final defense.

2. Signature/Approvals Page

The Signature/Approvals Page must follow the exact format of the sample signature/approvals page presented in Sample Dissertation Prefatory Pages, Appendix C. The signature/approvals page should include the title of the Dissertation, and the names of the chair, committee members, and program director.

3. Abstract

The abstract summarizes the Dissertation as a whole. Common abstract elements include a statement regarding the project's purpose, a brief description of the project's methodology, and the results of any empirical design.

Most APA journals set the maximum length at 120 words. In anticipation of later publication, students are encouraged to keep abstract word count at 120 or less.

4. Acknowledgments Page (Optional)

The acknowledgments page provides the opportunity for the student to thank those people who influenced the writing and completion of the Dissertation. Such persons can range from family to administration and faculty.

5. Table of Contents

The Table of Contents lists the various chapters and subsections of the Dissertation, along with the first page number of the section.

6. List of Tables

The List of Tables cites the various tables in the Dissertation along with the first page number of the section. This list enables readers to find tables rapidly in the Dissertation. Tables may be grouped at the conclusion of the Dissertation, rather than placed within the main body text, if this configuration is more efficient, the student should discuss the preference of the Committee Chair.

7. List of Figures

Like the List of Tables, this list enables the reader to find the figures that are included in the dissertation rapidly. Figures may be grouped at the conclusion of the dissertation, rather than placed within the main body text, if this configuration is more efficient; the student should discuss the preference of the Committee Chair.

B. MAIN BODY OF THE TEXT: QUANTITATIVE DISSERTATION CHAPTER HEADINGS

Following the prefatory pages, the students will begin the four individual chapters, which will be followed by the reference list and appendices.

Students must organize their Dissertation according to the following major chapters and sections. In consultation with their chair, students may insert additional headings, but the headings listed here are to be included in the order illustrated. The headings here are in APA 6th Edition Format.

QUANTITATIVE DISSERTATION CHAPTER HEADINGS

CHAPTER I

INTRODUCTION

The introduction section, which is not given a heading in the APA format, should lead to the statement of the problem. To do so, this section will function like a “mini literature review.” It should identify the broad themes that will be the focus of your dissertation, and how they relate together. Major works should be cited but not the specifics of any literature as the detail of the literature review will occur later in the chapter. In this section, you are describing general trends that begins to build an argument for the study.

Statement of the Problem

This section is a declaration of an area of missing knowledge. There can be a very brief summary from the introduction. The essence of this section is, “Because of the conditions described in the introduction, it is unknown whether...”

Purpose of the Study

This section is a declaration of the focus and parameters of this study.

Review of the Literature

The review of the literature should move from the broad to the specific. Think of funneling ideas. Begin with the multiple general categories that define your study and move towards studies that more specifically address the nature of your research question(s). The final studies cited should be those that most closely resemble your project.

Rationale for the Study

This section should function as a culmination of the literature review. It is meant to expose the absence of knowledge that is not found in the literature. This section also leads to the research question(s) you will be asking. It declares “because of what is not known, this study will attend to the following . . . “

CHAPTER II

METHOD AND PROCEDURES

Definition of Terms

Students will define all pertinent terms used within the dissertation. These operational definitions serve to clarify specificity when methods and results are described.

Research Questions

Hypotheses

Research Design

Students will identify quantitative research design and give rationale for selection

Population and Sampling

Students will describe the population from which the study is being conducted, and the sampling of that population who will be the intended representation of the population.

Data Collection Procedures

Students will present every step that will be made in the process of gathering data for this study.

Instrumentation

Students will identify the measures used to collect data.

Dependent and Independent Variable Description

Students will identify all variables, including type and function.

Statistical Analyses

Students will describe the method of statistical analysis to be conducted on the data.

Summary

CHAPTER III

RESULTS

Reiteration of each of the hypotheses and research questions with evidence for support or rejection.

CHAPTER IV

DISCUSSION

Interpretation of Results

Limitations of the Study

Recommendations for Future Research

Conclusion

INTRODUCTION AND LITERATURE REVIEW

The introduction section, which is not given a heading in the APA format, should lead to the statement of the problem. To do so, this section will function like a “mini literature review.” It should identify the broad themes that will be the focus of your dissertation, and how they relate together. Major works should be cited, but not the specifics of any literature because the detail of the literature review will occur later in the chapter. In this section, you are describing general trends that begin to build an argument for the study.

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Rationale for the Study

This section should function as a culmination of the literature review (and summary of the chapter). It is meant to expose the absence of knowledge that is not found in the literature. This section also leads to the research question(s) you will be asking. It declares “because of what is not known, this study will attend to the following”

Research Questions

CHAPTER II

RESEARCH METHOD

Research Questions

These are the questions that will determine research design and will be answered in chapter IV

Rationale for Research Approach

Qualitative Design

Methodology (e.g. Case Study)

Students will include a rationale for using qualitative methodology and a description of the selected qualitative research tradition/methodology

Definition of Terms

Role of the Researcher

Students need to discuss the role they will play as researcher throughout the study. A discussion of researcher subjectivity (e.g. researcher perspectives, assumptions, expectations, approach) and participant voice is expected.

Procedures

Data Collection

Participants. Students will include participant criteria, potential population, selection, and method of recruitment (e.g. snowballing, convenience, etc.).

Collection Methods.

Data Analysis

Specific data analysis strategies will be dependent on selected research methodology

Verification Methods

Students will discuss strategies for trustworthiness.

Ethical Considerations

Students will discuss ethical considerations not already covered and summarize all ethical considerations for the study.

Summary

CHAPTER III

Demographic Data

This is the one of two headings listed in this handbook that may be optional. This must be included and placed here if demographic data was collected during data collection.

Participant Profiles

This is the second of two headings listed in this handbook that may be optional. This must be included and placed here where participant interviewing was part of the data collection.

Data Analysis

Themes

In differing modalities and modalities authored by various authors, what are often called themes and categories are sometimes given differing labels. Students should use the labels (e.g. headings) that are consistent with the selected modality and author protocol used for the student.

Summary

CHAPTER IV

DISCUSSION

The general discussion of your results will be driven by the modality and model you have selected. These beginning headings will be particular to your design. The following headings must be included in Chapter IV and be in this order.

Limitations of the Study

Implications of the Study

Suggestions for Future Research

Conclusions

E. FINAL ELEMENTS

References

Following the text of the Dissertation, a list of all the References cited in the text is given.

All references in the text should be given and no references should be included that are not in the text.

Appendices

The Dissertation Appendix may include numerous aspects of the Dissertation that are important for the reader but which would be excessive detail for the main body of the text. Typical examples are the inclusion of a survey in the form given to respondents for the Dissertation. Appendices should include any recruiting materials, informed consent, and, if qualitative, include your interview protocol.

If a number of different types of items are included as appendices, they should be identified as Appendix A, Appendix B, etc. and formatted according to APA 7th edition standards.

F. ACCOMPANYING MANUSCRIPT FOR PUBLICATION

Having a Ph.D. in Counselor Education and Supervision involves being prepared to write articles for publication in peer-reviewed counseling journals. This is a regular expectation of most counselor education positions.

Accordingly, part of each student's Dissertation project involves producing an APA-formatted abridgement of the student's Dissertation, for submission to an appropriate peer-reviewed journal.

- The abridged/article manuscript must be included in the student's Dissertation document as an appendix and must be submitted as a separate document immediately after the oral defense of the Dissertation. (**The abridged/article manuscript should not be uploaded to ProQuest**).
- Students are encouraged to select a target journal and follow the publication guidelines for that journal. This allows the student to submit the article, after chair and committee member input, soon after all tasks for degree completion are accomplished.

AUTHORSHIP: During the entire Dissertation process, the student's committee will be reviewing this document as part of the regular Dissertation process, so the student will have significant input in its development. Because of their contributions toward the creation of this document, the committee will be included as authors in the submission. The order of authorship should be as follows:

- Student as first author
- Chair as second author
- Remaining committee members following the Chair

IV. FORMAT AND STYLE OF THE DISSERTATION

A. STYLE REQUIREMENTS

The Dissertation must comply with SPC policies, the most recent APA publication manual, Regent University publishing guidelines, and the guidelines given in this handbook. It should be noted that University publishing guidelines supersede APA publication manual formatting (e.g. page numbers are to be centered at the bottom of the page and not in the upper right corner of the page). Any deviation from the standard configuration must be discussed with and approved by the faculty; approvals for departure from the standard configuration will be rare.

APPENDIX A: PROPOSAL DEFENSE COMPETENCY REVIEW FORM



**Doctoral Program in Counselor Education and Supervision
Proposal Defense Competency Review**

Student Name _____ Banner ID: _____ Date _____

Title of Dissertation _____

Please Circle		Competencies
Yes	No	Clear statement of project topic
		<i>Summary of relevant literature</i>
Yes	No	a. Thorough summary of relevant literature
Yes	No	b. Professional sources
Yes	No	c. Demonstrates value/pertinence of proposal
Yes	No	d. Reflects critical evaluation of area
Yes	No	Clear formulation of task the project will accomplish
		<i>Methodology</i>
Yes	No	a. Feasible
Yes	No	b. Sufficiently detailed to carry out
Yes	No	c. Accomplishes task advanced by project
Yes	No	e. Selection of appropriate instruments
Yes	No	f. Method of analysis delineated
Yes	No	Importance of project commensurate with doctoral level
Yes	No	Spiritual/integration issues addressed appropriately if applicable
		Competent presentation/management of proposal
Yes	No	a. Student gave cogent oral presentation
Yes	No	b. Student responded to committee questions/concerns in a manner commensurate with doctoral standing
Yes	No	c. Constructive criticisms appropriately handled

Decision (check one):

- Committee Approves proposal with no edits
- Committee Approves proposal with edits
- Committee does not approve proposal

Endorsements of above assessment:

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chair		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		

*Scholarship Activity Form must be submitted with this document.

APPENDIX B: DISSERTATION DEFENSE COMPETENCY REVIEW FORM



DISSERTATION DEFENSE COMPETENCY REVIEW FORM
Doctoral Program in Counselor Education and Supervision

Student Name _____ Banner ID: _____ Date _____

Title of Dissertation _____

Please Circle		Competencies
Yes	No	Clear statement of project topic
		<i>Summary of relevant literature</i>
Yes	No	a. Thorough summary of relevant literature
Yes	No	b. Professional sources
Yes	No	c. Demonstrates value/pertinence of proposal
Yes	No	d. Reflects critical evaluation of area
Yes	No	Clear formulation of task the project will accomplish
		<i>Methodology</i>
Yes	No	a. Sufficiently detailed to replicate
Yes	No	b. Accomplished task advanced by project
Yes	No	c. Selection of appropriate instruments
Yes	No	d. Method of analysis delineated
Yes	No	Importance of project commensurate with doctoral level
Yes	No	Spiritual/integration issues addressed appropriately if applicable
		Competent implementation of project
		a. Design implemented as proposed
		b. Deviations from design adequately justified and managed
		c. Student adequately recorded implementation
		Competent analysis conducted
		a. Appropriate analysis to answer research questions
		b. Appropriate post hoc analyses conducted as necessary
		c. Valid statistical inferences drawn from data if applicable
		Adequate discussion/integration of results
		a. Relevant substantive implications of study clearly presented
		b. Conclusions synthesized with relevant literature
		c. Scientific data and theological insights appropriately integrated
		Competent presentation/management of defense
Yes	No	a. Student gave cogent oral presentation
Yes	No	b. Student responded to committee questions/concerns in a manner commensurate with doctoral standing
Yes	No	c. Constructive criticisms appropriately handled

Decision (check one): Committee Approves proposal with no edits
 Committee Approves proposal with edits Committee does not approve proposal

Endorsements of above assessment:

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chair		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		

Ph.D. in Counselor Education & Supervision

DISSERTATION CHECKLIST

Formatting and Submission Guidelines {Revised 05-2017}

The final stages of completing your Dissertation include:



1

Dissertation Defense scheduling

It is the student's responsibility to coordinate the time and the format of their Dissertation Defense with their committee members. You do not need to schedule a classroom unless you are defending in person. If you need a classroom on campus, ask the Academic Services Manager to reserve one. Most defenses will be held virtually via Zoom.

Defense Announcement

When your Dissertation Defense has been scheduled, you should prepare an announcement. Request the template from the Academic Services Manager. Prepare your announcement and email it back to the Academic Services Manager for distribution to all the PhD students and counseling faculty.

2

Make Manuscript Edits

After your Defense, make all corrections and changes recommended by your committee. Students have 60 days to make all changes and submit them to the Chair for approval.

Manuscript Formatting Checklist

See the checklist at the end of this document! It is **very** important! Failure to follow all these formatting rules could cause a delay in receiving your degree.

Add Prefatory Pages

Use the template below to create your title page, signature page (no actual signatures are needed), Abstract, etc.

Add Abridged Manuscript (article) as an appendix

Add your 15-20 page, APA-formatted abridgement of the Dissertation for submission to an appropriate peer-reviewed journal as an Appendix in your manuscript. This is required.

Copy Editing [\$]

After all required changes have been completed by the student, your Dissertation chair may require you to submit the finished Dissertation manuscript to a copy editor. If needed, you may contact an approved editor listed below. It is the student's responsibility to make arrangements to have the copy editing performed within 8 weeks of the Dissertation Defense and to pay the copy editor directly. Plan at least 4-6 weeks for the copy editing to be completed.

MANUSCRIPT FORMATTING CHECKLIST

- Order:** Title page, Signature page, Abstract, Dedication (optional), Acknowledgement page (optional), Table of Contents, List of Tables, List of Figures, Manuscript, References, Appendices, Abridged Manuscript
- Format:** using the APA Publication Manual, sixth edition
- Font:** 12-point type, Times New Roman font only

- **Justification:** Left justified format is required (except for Title Page), do not use right or full justified margins
- **Margins:**
 - 1” margins except as noted below
 - Title page, Signature page and first page of each Chapter: Top Margin 2”
 - No running heads
- **Page numbers:** bottom center of each page, at least 3/4” from the edge of the paper.
 - Prefatory pages (Title page, Signature/Approvals page, Abstract, Acknowledgements Page, Table of Contents, List of Tables, List of Figures) should be numbered with lowercase Roman numerals
 - The page number is omitted from the first two pages (the Title Page and the Signature page); the third page (Abstract) should be labeled iii.
 - Main body pages are numbered using Arabic numerals. The first page of the main body text should start with 1.
 - Continue page numbering through all of the references and appendices.
 - Use Times New Roman font size 12 for the page numbers
- **Title Page:** Use the template below. The Title must be 10 words or less. The Title Page is double spaced. The title begins 2” from the top of the page. Insert your name, but do not include any degrees. The date should be the month and year that you defended your dissertation.
- **Signature page:** Must follow the template. List the names of your dissertation committee chairperson, committee members, and program director (even if he is already listed as a committee member or chair). Double check the degrees of your committee members (not everyone has a PhD)! The Dean’s name does not need to be on the signature page.
- **Abstract:** See the example in the template. Should be 120 words or less. This will meet the length requirement for submitting your dissertation to ACA or APA journals. Double-space.
- **Acknowledgements Page:** Optional page, double space
- **Table of Contents, List of Tables, List of Figures:** double space
- **Chapter headings:** consult the Dissertation handbook for detailed information about how to label chapters. Begin chapters on a new page. Begin 2” from the top of the page. Center the word Chapter in all CAPS followed by the Roman numeral – “CHAPTER I”. Double space and center the chapter title in all CAPS – “INTRODUCTION”. Double space and begin the text. Do not bold or underline. Chapter subheadings should follow APA Headings guidelines.
- **Main body text:** Mostly double spaced with a few exceptions. Table headings and long quotes may be single spaced. Consult the APA Manual for details about when to use single spacing.
- **Paragraphs:** Wherever possible, avoid beginning a new paragraph at the bottom of a page or ending a paragraph at the top of a page, unless at least two lines of text can be included in each case.
- **References:** Single space references, double space between references, follow APA style. Use hanging indents (the first line begins at the margin and subsequent lines are indented).

- **Appendix:** Retain the same margins as in the rest of the Dissertation, typeface should be the same or similar to what is used in the rest of the document. The style of tables and figures should confirm to APA Manual guidelines. Include Appendices in the Table of Contents.
- **Abridged Manuscript:** a 15-20 page, APA-formatted abridgement of the student’s Dissertation for submission to an appropriate peer-reviewed journal. Include references. (This should not be uploaded as part of the dissertation to ProQuest.)



□ **Final Approval and Submission of your Dissertation to ProQuest online.**

- Your Chair must approve your final, edited and formatted manuscript. You must forward the approval email to the Academic Services Manager in order to proceed to the ProQuest Submission process. Once received, the ASM will send you the link to the Regent ProQuest site.
- Create a student account on ProQuest. This site will walk you through the submission process step-by-step. Read each page carefully to choose the best options for you. You can log off and return to the site anytime. Read the tips below before proceeding.
- For Institutional ID: enter your Regent ID number (9 digits, usually begins with a “B” followed by 8 numbers)
- Select your publishing option, Traditional or Open Access Publishing. The fee varies depending on your selection.
- Convert your manuscript to a PDF and check each page before uploading the PDF to ProQuest, especially pages with tables or graphics
- Decide if you want to copyright your work or not. There is an additional fee for copyrighting.
- Order printed and bound copies of your manuscript (only if you desire). Printed copies are no longer required by the University. You may also find resources on the internet to have your manuscript printed and bound that are less expensive.
- Pay any charges directly to ProQuest online.
- See the Library Guide [Submitting Electronic Theses and Dissertations to ProQuest](#)

Fees:

Traditional Publishing	No fee
Open Access Publishing	\$95
Copyrighting	\$55
Binding and Printing	\$34 – 56 per copy

TEMPLATE FOR: TITLE PAGE, SIGNATURE PAGE,

Integration of Counseling and Theology:

A Clinical Application

TITLE PAGE:

Top margin – 2”

Bottom, Left and Right margin – 1”

A Dissertation

Presented to the Faculty of the School of Psychology & Counseling

Regent University

In Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Philosophy

By

Chris Smith

July 2014

Use your full name, but no titles

Date of your defense, Month and Year
only

No page number

Signature Page:

Top margin – 2”

Bottom, Left, and Right margin –
1”

No Page number

The School of Psychology & Counseling

Regent University

This is to certify that the dissertation prepared by:

Student name here

Titled

TITLE OF DISSERTATION IN UPPERCASE AND BOLD

Has been approved by the committee as satisfactory completion of the
dissertation requirement of the degree of Doctor of Philosophy.

Confirm titles with your committee members. No actual signatures are included.

Approved by:

James Sells, Ph.D., Chair of Committee
Regent University, School of Psychology & Counseling

Cyrus Williams, Ph.D., Committee Member
Regent University, School of Psychology & Counseling

Helen Runyan, Ph.D., Committee Member
Regent University, School of Psychology & Counseling

Jasmine Knight, Ph.D, CES Program Director
Regent University, School of Psychology & Counseling

Use the same Month and Year as on
the Title Page

Month Year

Abstract

The abstract begins here. The abstract summarizes the Dissertation as a whole. Common abstract elements include a statement regarding the project's purpose, a brief description of the project's methodology, and results. In keeping with the APA standard, abstracts are to be 120 words or less.

Abstract Page:

All margins – 1”

This is the first page that is numbered. It should be labeled iii (lowercase roman numerals, Times New Roman 12 pt)