# SCHOOL OF COUNSELING

## Doctor of Philosophy
### Counselor Education and Supervision

# Dissertation Manual

## 2025-2026

# PREFACE

The dissertation represents the culmination of scholarly proficiency, professional maturity, and critical reflection skills achieved in a doctoral program. In this capstone activity, doctoral students are required to:

- Identify a topic of inquiry relevant to counseling practice, counselor education, and/or supervision
- Present a clear purpose for the research study
- Discuss how the research will contribute to the field of counseling and counselor education and supervision
- Critique and integrate relevant literature (including theoretical frameworks),
- Develop a research design
- Apply a specific methodology
- Conduct the research with integrity
- Present the major findings
- Position the findings within the existing literature
- Articulate implications for counselors, counselor educators, supervisors, researchers, and leaders/ advocates within the professional counseling field
- Complete the Comprehensive Qualifying Assessment Portfolio at the completion of all coursework as a prerequisite to CES 899 I.*

*Note: At the conclusion of content coursework, generally around the end of the second year of the program, and before moving to the dissertation candidacy component of the CES Ph.D. program, students must successfully pass the Comprehensive Qualifying Assessment Portfolio (CQAP).The CQAP consists of a collection of assessments to determine a student's readiness for the preparation, writing, and defense of the dissertation. On passing each of the described assessments, the student will be deemed a Candidate for the Ph.D., all but dissertation (ABD). As a component of the CQAP, Students must submit the prospectus of their dissertation approved by their dissertation chair, a 1,000 - to -1,500 word document outlining their introspective, personalization of the dissertation process to this point, a detailed timeline for finishing their dissertation, and particular barriers they are facing in completing the dissertation.*

Students completing a dissertation will gain expertise in a specific research area, improve their understanding of research methods, advance professional writing skills, and increase professional marketability in a competitive field.

Faculty members in the School of Counseling in the CES program at Divine Mercy University hold a reasonable expectation for high-quality, scholarly dissertations from students matriculating in the doctoral program. The faculty members are committed to supporting students in this endeavor. Therefore, the SOC CES Program offers this Dissertation Manual to provide doctoral students with information regarding University requirements for completing, defending, and publishing the finished project. Forming the dissertation committee is particularly important, as it serves as the foundation and compass for students matriculating through the dissertation process.

## CES / SOC Administration and Leadership Team

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# CES / SOC Mission, Vision and Philosophy

### School of Counseling Mission

The mission of the School of Counseling is to develop and maintain a world-wide educational community offering master's and doctoral level degree programs in professional counseling in support of the DMU's integrative mission, that is inclusive of a culture of feedback wherein student voices are heard and respected.

Students will be prepared to:

1. Hear the rich and complex voices of clients in view of each person's flourishing, even in the midst of human difficulty and challenge;
2. Demonstrate compassionate and versatile interpersonal skills to develop healing relationships with clients in collaboration with other professionals;
3. Become professional counselors and counselor educators who, informed by a Catholic Christian vision of the flourishing person, inspire themselves and others to have courage to trust, hope, and love.

### School of Counseling Vision

The vision of the School of Counseling (SOC) of Divine Mercy University is to inspire global training of transformational leaders and advocates who use counseling and counselor education as an instrument of healing.

### Counselor Education and Supervision Philosophy

This program is designed to prepare professionals for practice who will have the presence, knowledge, and skills to address a wide variety of circumstances within the context of the specialization of Counseling Education and Supervision.

### Program Mission

The mission of the DMU Ph.D. CES program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselor educators and supervisors prepared to be thought leaders in a global society in a range of potential occupational categories and career paths.

# The Dissertation Process

There are several steps in the process of completing a dissertation, a requirement for graduation from the CES program. The following sections will outline this process from selecting a topic to defense and publication of the dissertation with ProQuest.

## The Dissertation Topic

Students should select a dissertation topic as early as possible in their graduate program. This maximizes the time available for completion of the dissertation, and increases flexibility should the initial choice of topic prove undesirable or unworkable. When choosing a topic, students should take into consideration their background and interests, the background and interests of the SOC CES faculty, accessibility of research materials, relevance to the SOC integrative mission, and the timeline of graduate training.

Excellence is required in the conceptualization, development, and writing of the dissertation. Because one of the distinctive characteristics of DMU's School of Counseling is its commitment to the Catholic view of the human person, each dissertation should reflect this view, either through the selection of the area of research, or through integration of faith and science. This does not mean, however, that dissertations need be on religious topics or couched in religious language. Because all truth is God's truth, dissertations in any area framed within a Catholic understanding of the person can further the SOC mission.

## The Dissertation Committee Composition

The dissertation committee must have a minimum of three members. One of the three members is identified as the chair. One of the other members must be a SOC core faculty member, while the third may be a qualified person identified with expertise in the topic area and internal or external to DMU. All committee members must hold a doctorate in counselor education and supervision or a closely related field. Students are advised to select committee members with diverse perspectives on the research topic to provide useful feedback. Additionally, students are advised to consider the faculty member's availability, the unique contributions that a faculty member might offer to the project, and the personality style and expectations of the faculty member. The chair must approve all committee members.

## The Dissertation Chair

Students must identify and obtain agreement from a core faculty member of the School of Counseling to serve as the committee chair (CC). The chair must be selected by the end of the third semester of their program for full time students. Part time students must select a chair by the end of the fifth semester of their program. Students are

encouraged to initiate discussions about potential dissertation topics with faculty members they wish to serve as their chair at any time. Generally, students begin more earnest discussions with potential chairs during their Residency II (supervision residency). When considering who to select as a chair, students should consider various factors, including content expertise, methodological expertise, and the type of mentorship needed.

Additionally, students are advised to consider the faculty member's availability, the unique contributions that a faculty member might offer to the project, and the personality style and expectations of the faculty member.

Ultimately, the student is accountable for identifying and inviting an individual faculty member to serve as their dissertation chair. A student may choose any DMU core faculty member on the approved list (see appendix) as their dissertation chair, which includes clinical faculty and on-campus faculty members. Students are not limited to their faculty advisor or previous instructors and supervisors.

**Note that the dissertation chair must be selected before the dissertation committee members are selected.** Identifying and inviting faculty members to serve as committee members is **done in consultation** with the dissertation chair.

Once the candidate has identified the dissertation chair to serve on the dissertation committee, the candidate completes the nomination of the dissertation chair form (Selection of Dissertation Chair & Topic form). This form must be signed by the chair and forwarded to the program director for approval. The dissertation chair is not considered formally the chair until approval is given by the program director and / or Dean.

Students should consider the following responsibilities when selecting a dissertation chair. Dissertation chairs are responsible for the following:

- Offering guidance in selecting and narrowing down a dissertation topic
- Providing consultation in the selection of other dissertation committee members
- Providing a syllabus for Dissertation I-IV
- Overseeing the writing of the dissertation and the research procedures
- Preparing students for the proposal and dissertation defenses
- Consulting with students on the IRB application
- Serving as chair for the dissertation proposal and dissertation defense committee

- Signing off on required paperwork, e.g., progress and report forms and the final dissertation manuscript (which is uploaded into ProQuest)

Once a faculty member has agreed to serve as committee chair, and there is agreement as to the general content area of the dissertation, the naming of dissertation committee chair form must be filed with the DRT (see Appendix A). The candidate must retain a copy of this and all other forms in Appendix A documenting the dissertation process. The candidate and the chair then discuss other possible members of the dissertation committee, utilizing the following guidelines.

## Composition of the Dissertation Committee

Following the selection of the committee chair, doctoral students may begin the process of forming the dissertation committee in consultation with the chair. The following guidelines apply:

1. All dissertation committee members must have doctoral-level degrees. At least two of the committee members must have doctorates in counselor education or a closely related field, and one of these, who is a DMU SOC faculty member, must be the chair.
2. Two of the committee members must be full time core faculty members at DMU.
3. One dissertation committee member is to be external to the CES faculty. In the case of former members of the DMU SOC faculty, external status is determined by whether they were on faculty when approached to be a member of the committee.
4. The Dissertation Committee composition includes a single Dissertation Chair, and between two and four readers for a maximum of five committee members.

## External Committee Member Requirements

1. External dissertation committee members should be full or part time (not adjunct) doctorally-trained members of a faculty at an institution of higher learning.
2. External dissertation committee members who are retired must have a minimum of 10 years of service as a part or full time (not adjunct) member of a faculty and have attained at least a rank equivalent to associate professor or retired with the rank of full professor or emeritus/a designation.
3. DMU offers stipends and covers some travel expenses for external dissertation committee members. It is the role of the chair, not the candidate, to discuss these matters with the external dissertation committee member.
4. The dean of the global campus may waive one or more requirements for an external dissertation committee member if the individual's credentials as a scholar are evidenced in another manner.

**Integrative Faculty Readers / Reviewers / Consultants**

1. Depending on the dissertation focus and content, doctoral students may wish to include an Integrative Faculty[1] member to: 1) sit on the committee as a reader, 2) serve as a reviewer of the integrative components of the dissertation or, 3) serve as a consultant to the student when preparing the integrative material / content for the dissertation.
2. A list of qualified DMU Integrative / PhT faculty is available in the Appendix.
3. A non-DMU Integrative Faculty may be a reader, reviewer, or consultant with the approval of the chair and director / dean of the CES program.

# Code of Ethics

Faculty members must follow the ethical guidelines for authorship outlined in the ACA Code of Ethics. Specifically, Section G.5.f Student Research states that "manuscripts or professional presentations in any medium that are substantially based on a student's course papers, projects, dissertations, or theses are used only with the student's permission and list the student as lead author." Furthermore, faculty members need to engage in open and regular discussions regarding contributions and authorship. Section G.5.e Agreement of Contributors states that "counselors who conduct joint research with colleagues or students/supervisors establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received." Discussing authorship contributions and criteria as early as possible in a project is important, especially when students and faculty collaborate on scholarship, given the complex power dynamics that can occur in student-faculty collaborations.

## Committee Nomination Process

Once the candidate has identified other members to serve on the dissertation committee, the candidate completes the nomination of dissertation committee members form. This form must be signed by the chair and forwarded to the program director for approval. The dissertation committee is not considered formally constituted until approval is given by the program director and / or Dean. The chair and program director must also approve any changes made to the dissertation committee once constituted, and revised.

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[1] A professor with expertise in Catholic theology and philosophy and a scholarly grounding in related social science disciplines relevant to the dissertation topic.

### Dissertation Form Completion in Tevera

The first form to complete is the Selection of the *Dissertation Committee Chair and Topic* form. Dissertation form completion will take place in Tevera, and you will gain access during CES 890 II. As part of the Tevera setup process, you'll create a new account, after which you'll be able to complete and electronically sign the required dissertation forms within the system. The list of form titles is available in the Appendix but the forms will be in Tevera.

# Types of Dissertation

Two types of doctoral dissertations are approved by the SOC at Divine Mercy University. Traditional dissertations are most common at DMU. These dissertations are original research in which the student demonstrates empirical research skills. A dissertation project is an alternative to the traditional dissertation.

## Traditional Dissertation

In a traditional dissertation project, the student must write a four-chapter dissertation. Students completing a traditional dissertation will complete the first two chapters (introduction/ literature review and methodology). Approval to conduct the study happens after a successful proposal defense of the first two chapters. An overview of the four chapters in a traditional dissertation is as follows.

### Chapter One: Introduction and Literature Review

The purpose of chapter one is to create a justification and rationale for the study using logical arguments based on what is known or not known about the topic of study. In this chapter, the author must articulate a clear purpose for the study paired with a deep dive into the respective research literature. The introduction and literature review chapter includes, but is not limited to, the following:

- Introduction/ hook (e.g., sentence or series of sentences that grabs the reader's attention)
- Background of the problem (e.g., rationale for the study that funnels down to the statement of the problem)
- Statement of the problem
- Purpose of the study
- Theoretical framework grounding the study
- Research questions and/or hypotheses
- Significance of the study (e.g., what the study aims to do)
- Delimitations

- Literature review (i.e., critiques the relevant literature that delineates a gap in the current research and supports a rationale for the study)
- Conclusion
- Definition of terms

## Chapter Two: Methodology

The purpose of chapter two is to demonstrate an understanding of the chosen methodological approach and to provide detailed procedures for the study. The chapter contains subsections that outline the specific methods employed to answer the research questions, address participant information and sampling procedures, discuss data collection procedures, and consider research ethics. During the proposal phase, the chapter is written in the future tense. After data collection and analysis, the chapter will be revised in the past tense and serve as a record of the data collection and analysis process.

- **Quantitative dissertations** should discuss sample procedures, including size/power analysis; instruments used, including reliability and validity; and statistical analyses with assumptions testing that will be used to test hypotheses.
- **Qualitative dissertations** should discuss researcher reflexivity, epistemological frameworks and research designs used, qualitative data analysis procedures germane to the research design, and efforts to ensure credibility, trustworthiness, dependability, and conformability of the data.
- **Mixed methods dissertations** combine both qualitative and quantitative data collection methods allowing for a rich understanding of phenomenon by leveraging the strengths of each data collection method to answer a research question more comprehensively than by one method alone.

## Chapter Three: Results

The purpose of chapter three is to provide a summary of the analysis and a detailed description of the study's findings. The findings should be presented in accordance with the type of methodology used. Results of quantitative studies are often presented in graphs and tables (e.g., line graphs, descriptive statistics, correlation matrix, ANOVA, etc.). Findings in qualitative studies are typically presented in formats consistent with the type of qualitative analysis used (e.g., findings in a grounded theory study are often presented as a theoretical model with detailed descriptions of each component along with data from the study that supports the model). Overall, the results chapter presents a summary of the analysis along with a detailed description of the findings that correspond to the research questions/hypotheses of the study.

**Chapter Four: Discussion**

The purpose of chapter four is to situate the study's findings in the context of the relevant literature and to examine the implications for counselor preparation, theory, and practice within the field of counselor education and supervision. This chapter also typically has sections reflecting upon the study, the limitations of the study, and directions for new research. In addition, a conclusion wraps up the entire study while emphasizing the salient contributions of the study.

*Note: Students must consult with their committee chair and committee for structure and content of all chapters. In some cases, the chair and committee may recommend a chapter five, which is an article / manuscript version of the study that is publication ready. A chapter five may provide an opportunity for a student to be published earlier than otherwise, but it is not a requirement.*

**Dissertation Project Alternative**

Generally, the alternative dissertation project does not fit within the typical procedures of a traditional dissertation. For example, a student may wish to develop a theoretical framework, conduct a concept analysis, a program evaluation, an in-depth analysis of a public policy issue related to professional practice, or other projects as agreed upon by the doctoral student's committee. Students (in consultation with their dissertation chair) may propose alternative dissertation project ideas that contribute significantly to the counselor education and supervision field upon approval from the program director and dean of the global campus. An alternative dissertation project may require a different format depending on the particular project, student's research philosophy, and career goals.

Manuscript-Style Dissertation

This dissertation project type of dissertation may require the preparation and submission of at least two manuscripts ready for submission for publication. Both manuscripts must be original work authored in this program (not in previous degree programs or courses). One of the manuscripts must be a completed empirical research study that includes data collection and analysis; the other manuscript must be conceptual. The student must be the sole author of both manuscripts. After a student successfully defends their alternative dissertation project, they may invite and collaborate with multiple authors.

The manuscripts must demonstrate a cohesive research agenda with a clear connection between each piece. An alternative dissertation project should still fit into the traditional dissertation chapters.

The alternative research project approximates the four chapters of the traditional dissertation. Like the traditional proposal and defense, students will present the introduction and literature review in the proposal defense. Students will then present the empirical study manuscript, the conceptual manuscript, and the discussion chapter in the doctoral defense.

# Doctoral Dissertation Portfolio

The dissertation topic is developed in close consultation with the student's dissertation chair and a dissertation committee. The student is supported throughout by an intentional process of scaffolding skills needed to be successful in the research and writing of the dissertation.  This includes the support of the dissertation chair, research design and methodology courses, library resources, and two residencies  that support the skills and work required for the completion of the dissertation (Residency I, CES 890 Research Seminar I, and Residency III, CES 899 Dissertation Research & Writing IV).  The dissertation proposal must be approved by the student's dissertation committee. The dissertation is expected to meet scholarly standards and be of publishable quality.

Once students have their dissertation chair appointed, they must be continuously enrolled and registered for either CES 890 or CES 899 until all dissertation requirements are completed, or they will be considered withdrawn from the program. To be successfully completed, the written dissertation must be approved by the dissertation committee and successfully defended orally before the dissertation committee.

## Completing the Dissertation: Creating a Reasonable Timeline

Students need to be aware that the writing of a dissertation requires the completion of multiple drafts and revisions to produce the final product. Moreover, students should note that unforeseen setbacks, including sampling challenges, data collection barriers, and scheduling conflicts, might delay the completion of the dissertation. Students are encouraged to consult with committee members for ongoing support and to assume a flexible approach when working within an established timeframe.

Writing the dissertation begins in CES 899, Dissertation Research and Writing I. Full time students will take this course beginning in the second year of their program in the second term of the semester. There are five CES 899 courses in all, one each semester, with Dissertation Research and Writing V the concluding course. Ideally, students will

complete their dissertation in four semesters, then defend and graduate in a timely manner. The dissertation timeline will vary from student to student. Students should work closely with the dissertation chair and committee members to develop a suitable timeline. The dissertation chair will guide each student through the process.

Here is a sample timeline of the dissertation process and timeline noting that the dissertation process begins during the first course of the program.

| TIMELINE | PROCESS / TASK |
|---|---|
| Year 1 – 1st and 2nd Semester | Take CES 890 - I & II, consider possible topics and methods |
| Year 1 – 3rd Semester | Take CES 890 - III, narrow down topic, research questions and methods, select dissertation committee chair by the end of the 3rd semester, upload form to Tevera |
| Year 2 – 1st Semester | Take CES 899 I,refine topic and methodology |
| Year 2 – 2nd Semester | Take CES 899 II, select dissertation committee members with committee chair, upload forms to Tevera |
| Year 2 – 3rd Semester | Take CES 899 III, upload forms to Tevera, write and defend proposal |
| Year 3 – 1st Semester | Take CES 899 IV, complete the Qualifying Assessment Portfolio, complete chapter three of dissertation, |
| Year 3 – 2nd Semester | Take CES 899 V, finalize all four chapters, complete and defend dissertation<br><br>Graduate! |

# Dissertation Composition Mechanics

The dissertation document consists of three parts: the preliminary pages, the body, and the appendices. Dissertation length may vary, but the minimum requirement is no less than 75 content pages. Additional pages may be required by the Chair in order to provide sufficient information to substantiate the dissertation. The dissertation must include peer-reviewed sources and a minimum of two unique references per content page are recommended. E.g., a 75 content-page dissertation should have no fewer than 150 unique references, with a significant proportion being from peer-reviewed journals, in addition to any Church or seminal books or writings.

## Preliminary Pages

The preliminary pages include the following in the order:

*Signature Page*: This is the first page of the dissertation and must be completed in order for the Library Director to submit the completed document to ProQuest. This is a form indicating that the Chair, committee members, and Director of the CES Program find that the manuscript satisfies the dissertation requirement for the CES degree. It includes the title of the dissertation, the student's name, and places for the prescribed signatures. The signature page is to be sent to Ms. Sarah Wright to be processed through SignNow software. Please note that this page is not counted or numbered.

*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 concisely reflect the main research or theoretical issues investigated. The title page is counted as page 1, and it is here that the APA style running-head first appears. Do not include the pagination on the title page; pagination should start on the second page, as page number 2. Do not include the phrase "running head" in the header, as this is a doctoral dissertation, and not a manuscript submitted for publication. The first line of the title should begin two inches from the top of the page. The date should be that of the successful defense of the dissertation. All of the remaining preliminary pages are included in the order indicated below.

*Dedication Page (optional)*: This page provides the student with an opportunity to give special tribute to persons, organizations, or others who provided encouragement during the student's academic career. If such a page is used, the word "Dedication" should be centered without punctuation two inches from the top of the page. The text of the dedication should begin on the fourth line below.

If the student chooses to include a dedication page, it is best that it not exceed a single page. Lengthy dedication pages read like overlong acceptance speeches at award ceremonies and are to be avoided for the same reason. Dedications are not private, and as part of a professional body of work, should reflect not only the message you wish to communicate in dedication, but also the message about your professionalism to future employers, or employees, clients, etc.

*Acknowledgement Page (optional):* An acknowledgement page in which the student expresses recognition of and appreciation for any special assistance is optional but is customarily included, the acknowledgements page is obligatory if special permission has been granted to use published or unpublished material. If such a page is used, the word "Acknowledgements" should be centered without punctuation two inches from the top of the page. The text of the acknowledgements should begin on the fourth line below. Some of the text that might otherwise inappropriately lengthen a dedication page might be appropriately placed here. On the other hand, acknowledgement pages that include members of the extended family, pets, infant children, etc., begin to look maudlin starting a month after the dissertation has been permanently deposited. Opinions on these topics differ; the student is cautioned to use discretion.

*Table of Contents:* This page's heading should be centered without punctuation two inches from the top of the page. The listings begin at the left margin four spaces below the heading and are double-spaced. The table of contents lists all material following the contents page. The titles of parts or sections must be listed and worded exactly as they appear in the body of the manuscript. The page number for each part is listed flush against the right margin and below the heading "page."

*List of Tables*: If there are tables in the dissertation, they should be listed here, giving their full title and corresponding page number, formatted in the same manner as the *Table of Contents:*Note that in a break with strict APA format, each table should be placed in text, after its first mention. Each table should be on a separate page.

*List of Figures:* If there are figures in the dissertation, they should be listed here, giving their full title and corresponding page number, formatted in the same manner as the Table of Contents. As with tables, each figure should be placed on a separate page, in the text, after its first mention.

*Abstract:* This page is required in all dissertations. The abstract summarizes the dissertation as a whole. Common elements include a statement regarding the project's

purpose, a brief description of the project's methodology, and the results. Note that it contains more information, both in terms of length and topics covered, than in a standard article abstract, reflecting the fact that it is a primary source of information about archived dissertations.

The abstract should be a succinct account of the contents of the dissertation that allows readers to decide whether the full contents would be of interest to them. Descriptions of methods and methodologies, along with major findings, are more important than the fact that the "ramifications of the findings obtained are discussed in terms of applications in clinical settings." Presume your reader has some acquaintance with your topic (why else would they be reading a dissertation?) Give enough information so that a reader could determine whether they wanted to read this particular dissertation rather than another on the same topic. Diagrams and equations are not included in the abstract.

The abstract should begin with the word "Abstract" centered two inches below the top of the page. This is followed by the following items, all centered: the title (in capital letters); student's name; name of the institution; date of defense; and the name of the Chair. The text of the abstract is not indented, and like the entire body of the document, is double-spaced.

*Keywords:* After the abstract, starting a new indented line, the word "Keywords:" Should appear, capitalized, italicized, and followed by a colon. There should follow an alphabetized list of no more than 6 terms that describe the areas that the dissertation addresses. These are "natural language" terms, topics familiar to the student and other researchers. List the terms that you think are relevant to your dissertation. Nonetheless, it might be best to use more professional terms when relevant; "adolescents" instead of "teenagers."

## Body of the Manuscript

Aside from the exceptions noted in this handbook, e.g., the placement of tables and figures in the text, the body of the dissertation manuscript is to be composed in strict compliance with the current Publications Manual of the APA, at this writing, the seventh edition (APA, 2019). Thus, there are no "chapters" in the dissertation; new sections (aside from the reference list) do not begin on new pages; everything, block quotes and references included, is double spaced; and footnotes are placed at the end of the document, not the bottom of the page. There are a few exceptions to this compliance, which are as follows:

1)      Rather than having 1-inch margins on all four sides of the document, the left side margin should be 1.25 inches to allow room for binding. The right and bottom margins should be 1-inch. The top margin should be half an inch, followed by the inclusion of a header.

2)      There is no abstract in the body of the document; the abstract prepared for the preliminary pages serves that function.

3)      Tables and figures, rather than appearing at the end of the document, appear in the body of the document, immediately after the page of the text in which they are first mentioned. They should not be included directly in the text, but each should be on a separate page. Titles of tables and figures appear on the same page as the table or figure, and not on a separate page.

4)      There are no "author notes" since this function is amply served in other portions of the document.

## References and General APA Guidelines

Scholarly work at Divine Mercy University (DMU), at both the Institute for the Psychological Sciences (IPS) and the School of Counseling (SOC), closely conforms to the Publication Manual of the American Psychological Association, 7th ed. (American Psychological Association [APA], 2020). Although there is a section that addresses how to cite classical and religious sources in general terms (APA, 2020, p. 264), questions arise concerning style variations related to classical works (e.g., Plato and Aristotle), religious texts (e.g., the Bible), and magisterial references (e.g., the Second Vatican Council). This guide offers determinations and guidance for some common queries that arise when citing classical and religious sources. It does not, however, replace the APA Publication Manual for the vast majority of style questions.

To access APA guidelines, please visit https://apastyle.apa.org. Alternatively, you may decide to order the official publication manual.

### Required Elements

- "Running head" is omitted on page 1. Simply write the heading.
- The title should be bolded.
- Include an extra space between title and byline

### Font Options
- 12 pt Times New Roman
- 11 pt Calibri

- 11 pt Arial
- 10 pt Lucida Sans Unicode
- 11 pt Georgia
- 10 pt Computer Modern

## Punctuation

- Use only a single space after a period (as opposed to double spacing).

## In-Text Citations

- For a work with one or two authors, include the author's name(s) in every citation.
- For a work with three or more authors, include the name of only the first author plus "et al." in every citation (even the first citation).

## Reference Section

- "References" heading is now bolded.
- DOIs/URL:
    - use hyperlink (can be blue/underlined or normal text)
    - e.g. use: https://doi.org/1234xxx (do NOT use "Retrieved from:" or "doi:" -- this is no longer acceptable)
- Journal Articles
    - include issue number
    - can list up to 20 authors in a reference if needed
    - articles without DOI are cited in the same manner as printed works
- Books
    - no longer need publisher location (compared to previous APA guidelines)

# Citing Religious and Classical Works

## Acronyms

Acronyms are established with their first reference by listing the acronym in parentheses following the full name. This also applies to magisterial documents. For example:

- First in-text citation for the Catechism: (Catechism of the Catholic Church [CCC], 2000, §1872)
- Subsequent citations: (CCC, 2000, §1873)
- First reference for the Code of Canon Law: (Codex Iuris Canonici [CIC], 2012, can. 528, §1)

- Subsequent reference: (CIC, 2012, can. 528, §1)

## Capitalization

Use capitalization in a consistent way, following these examples:

God the Father, the Virgin Mary, the Bible, the Greek gods, Moses, Buddha, Zeus, fall, creation, incarnation (and divine pronouns: he, his).
In-Text Citations without Standard Abbreviations or Page Numbers
When Church documents have numbered paragraphs, use them over page numbers.
For example:
(Benedict XVI, 2009, §3)

When the source does not provide page or paragraph numbers, include information that will help readers find the passage being cited. If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. Note that in some electronic sources, like web pages, people can use the "Find" function in their browser to locate any passages you cite. When possible, use the standard abbreviation.

| APA Citation Abbreviations | | | |
|---|---|---|---|
| *Book Part* | *Abbreviation* | *Book Part* | *Abbreviation* |
| Paragraph(s) | § or §§ | No Date | n.d. |
| Edition | ed. | Page(s) | p. or pp. |
| Revised Edition | Rev. ed. | Volume(s) | Vol. or Vols. |
| Second Edition | 2nd ed. | Number(s) | No. or Nos. |
| Editor(s) | Ed. or Eds. | Part | Pt. |
| Translator(s) | Trans. | Supplement | Suppl. |

## General Rules

APA does not, strictly speaking, require putting major classical works, such as ancient Greek and Roman texts or classical religious texts, in the reference list; the in-text citation can stand on its own. For example: (Plato, trans. 1961).

However, there can be confusion in this case, since the one date would refer to the whole collection of Plato's dialogues. Therefore, it is clearer to give the full reference.

Furthermore, when the original date of composition or publication is readily available, use it: (Plato, ca. 380 BC/1961)

When quoting verbatim from a translated work, identify the actual edition as a normal reference entry would:

Plato. (1961). Meno (R. S. Bluck, Trans.). Cambridge University Press. (Original work composed ca. 380 BC).

In certain classical works, the parts (e.g., books, chapters, verses, lines, cantos) are numbered systematically across all editions, so use these numbers instead of page numbers when referring to specific parts of your source. Further information is found in the Publication Manual of the American Psychological Association (2020), 8.13, p. 264.

## Reprinted Classical Work

For in-text citations, provide the author, the year the work was written, and the year of your source (the year the new edition, translation, or revision was published). Example: (Aquinas, 1273/1981)

For entries in the reference list, provide the author and the year the work was rewritten/translated/edited.

Example:
Aquinas, T. (1981). Summa theologica (English Dominican Province, Trans.). Christian Classics. (Original work composed 1273)

## Ancient Work, Date Not Known

If the original publication date is not known, cite like other references, but provide the circa abbreviation (ca.) with "original work composed/published." Example:
Plato. (1961). Meno (R. S. Bluck, Trans.). Cambridge University Press. (Original work composed ca. 380 BC)

(See "In-Text Citations without Standard Abbreviations or Page Numbers" section of this document for more information)

## Bible

When quoting or paraphrasing specific excerpts from the Bible, include the relevant titles of the book or letter and the numbers of chapters and verses. The version of the Bible needs to be mentioned only in the first citation, unless a different version is later used. For example:

*First reference:*

(Mt. 5:8, [*Revised Standard Version, Second Catholic Edition]*, Rm. 8:28, Acts 2:1–4).

*Subsequent reference:*

"Blessed are the poor in spirit, for theirs is the kingdom of heaven" (Mt. 5:3).

When a particular translation is quoted, it is always helpful (although not required by APA Style) to identify the version of the Bible in the reference list.

For example:
Bible. (2010). *Revised Standard Version. Second Catholic Edition*. Ignatius Press.
At DMU, using *The Revised Standard Version, Second Catholic Edition* (RSV-SCE) or The *New American Bible, Revised Edition* (NABRE) is recommended.

 Use the following list for abbreviations of the books or letters of the Bible:

| | | | |
|---|---|---|---|
| Gen. | Genesis | Obad. | Obadiah |
| Ex. | Exodus | Jon. | Jonah |
| Lev. | Leviticus | Mic. | Micah |
| Num. | Numbers | Nahum | Nahum |
| Deut. | Deuteronomy | Hab. | Habakkuk |
| Josh. | Joshua | Zeph. | Zephaniah |
| Judg. | Judges | Hag. | Haggai |
| Ruth | Ruth | Zech. | Zechariah |
| 1 Sam. | 1 Samuel | Mal. | Malachi |
| 2 Sam. | 2 Samuel | | |
| 1 Kings | 1 Kings | Mt. | Matthew |
| 2 Kings | 2 Kings | Mk. | Mark |
| 1 Chr. | 1 Chronicles | Lk. | Luke |
| 2 Chr. | 2 Chronicles | Jn. | John |
| Ezra | Ezra | Acts | Acts |

| | | | |
|---|---|---|---|
| Neh. | Nehemiah | Rom. | Romans |
| Tob. | Tobit | 1 Cor. | 1 Corinthians |
| Jdt. | Judith | 2 Cor. | 2 Corinthians |
| Esth. | Esther | Gal. | Galatians |
| 1 Macc. | 1 Maccabees | Eph. | Ephesians |
| 2 Macc. | 2 Maccabees | Phil. | Philippians |
| Job | Job | Col. | Colossians |
| Ps. | Psalms | 1 Thess. | 1 Thessalonians |
| Prov. | Proverbs | 2 Thess. | 2 Thessalonians |
| Eccl. | Ecclesiastes | 1 Tim. | 1 Timothy |
| Song. | Song of Solomon | 2 Tim. | 2 Timothy |
| Wis. | Wisdom | Titus | Titus |
| Sir. | Sirach | Philem. | Philemon |
| Isa. | Isaiah | Heb. | Hebrews |
| | | | |
| Gen. | Genesis | Obad. | Obadiah |
| Ex. | Exodus | Jon. | Jonah |
| Lev. | Leviticus | Mic. | Micah |
| Num. | Numbers | Nahum | Nahum |
| Deut. | Deuteronomy | Hab. | Habakkuk |
| Josh. | Joshua | Zeph. | Zephaniah |
| Judg. | Judges | Hag. | Haggai |
| Ruth | Ruth | Zech. | Zechariah |
| 1 Sam. | 1 Samuel | Mal. | Malachi |
| 2 Sam. | 2 Samuel | | |
| 1 Kings | 1 Kings | Mt. | Matthew |
| 2 Kings | 2 Kings | Mk. | Mark |
| 1 Chr. | 1 Chronicles | Lk. | Luke |
| 2 Chr. | 2 Chronicles | Jn. | John |
| Ezra | Ezra | Acts | Acts |
| Neh. | Nehemiah | Rom. | Romans |
| Tob. | Tobit | 1 Cor. | 1 Corinthians |
| Jer. | Jeremiah | Jas. | James |
| Lam. | Lamentations | 1 Pet. | 1 Peter |
| Bar. | Baruch | 2 Pet. | 2 Peter |
| Ezek. | Ezekiel | 1 Jn. | 1 John |
| Dan. | Daniel | 2 Jn. | 2 John |
| Hos. | Hosea | 3 Jn. | 3 John |
| Joel. | Joel | Jude | Jude |
| Am. | Amos | Rev. | Revelation |

## Aristotle

In text, when quoting a particular passage in Aristotle:

> (Aristotle, ca. 350 BC/1941, 1337b33)
> [which refers to Aristotle's Politics, Bk VII, Ch. 3, Bekker number 1337b33]

In text, general citation, no quotation used:

> (Aristotle, ca. 350 BC/1941, VII.3)
> [which refers to Aristotle's Politics, Book VII, Chapter 3]

Reference list:

Aristotle. (1941). *Politics.* In R. McKeon (Ed.), *The basic works of Aristotle* (pp. 1127–1316). Random House. (Original work composed ca. 350 BC)

## St. Augustine

In text, when quoting a particular passage in St. Augustine:

> (Augustine, 397–401/2007, XII.12.29)
> [which refers to: Book XII, Chapter 12, Section 29]

In text, general citation, no quotation used:
> Augustine (397–401/2007, XII.12.29).
> [which refers to: Book XII, Chapter 12, Section 29]

Reference list:

Augustine. (2007). *Confessions* (2nd ed.) (M. P. Foley, Ed., & F. J. Sheed, Trans). Hackett. (Original work composed 397–401)

## Thomas Aquinas and Summa Theologiae

The title of Aquinas's work is *Summa theologiae* ("Summary of Theology"), but it is sometimes titled *Summa theologica.* If you are not making reference to a translation with "Theologica" in the title, use Summa theologiae.

The specific way the *Summa* is cited varies depending upon where it has been found. The *Summa* will be cited with the source it came from (edited book or website). Here are references for two common ways to access *Summa theologiae*:

In text, particular quotation:

      (Aquinas, 1273/1981, I-II, 23.2 ad 2)

      [which refers to the 1981 translation of Aquinas' *Summary of Theology* (*Summa theologiae)*, first part of the second part, question 23, article 2, second response]

 In text, general citation, no quotation used:

      (Aquinas, 1273/1981)

[     which simply refers to Aquinas' *Summary of Theology (Summa theologiae)*]

Reference list, print source:

      Aquinas, T. (1981). *Summa theologica* (English Dominican Province, Trans.). Christian Classics. (Original work composed 1273).

Reference list, online source:

Aquinas, T. (2017). *Summa theologica* (English Dominican Province, Trans.). http://www.newadvent.org/summa/. (Original work composed 1273).

## Other Ancient Texts

When there are standard conventions for quoting other ancient, patristic, or medieval texts, use them when citing or quoting a passage.

When there are no standard conventions for citing an ancient text, use page numbers and include the translation in the reference list.

## Magisterial References

Citations for magisterial references also vary depending upon where the documents were found. Just like many of the other religious works used at DMU, magisterial references are typically found as a published book or on a website and follow the same rules as all other APA references. They typically follow this format:

In text:
(Benedict XVI, 2006, §1).

In a passage in a text:
According to Benedict XVI (2006), the different sources of knowledge form "a single rationality with its various aspects" (§1).

*Note: To access paragraph (§) symbol, go to "Insert" tab, "Symbol," "More Symbols," Select "Latin-1 Supplement" in the Subset drop down box, Select § symbol in the third row down. (These instructions cover most versions of Microsoft Word)*

Reference list, online source:

Author. (Date). Short Latin title italicized and only the first letter capitalized with exception of Proper Nouns: Capitalize the first word after a colon or semicolon [Type of document, English translation of title in brackets, set roman, sentence-style capitalization]. [Website link].

[NB: The title is found in the document heading on the Vatican website.]

John Paul II. (1998). *Fides et ratio* [Encyclical, On the relationship between faith and reason].w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14 0919 98_fides-et-ratio.html

Reference list, print source:

Author. (Date). Short Latin title italicized and only the first letter capitalized with exception of Proper Nouns: Capitalize the first word after a colon or semicolon. [Type of document, English translation of title in brackets, set roman, sentence-style capitalization]. Name of Publisher.

John Paul II. (1998). *Fides et ratio [*Encyclical, On the relationship between faith and reason]. Libreria Editrice Vaticana.

Example from the Second Vatican Council:

Vatican II, Council. (1965). *Gaudium et spes* [Pastoral constitution on the Church in the modern world]. Libreria Editrice Vaticana.

## Other Tips for Writing Magisterial References

If the Vatican has published the book, the publisher would typically be:
- Libreria Editrice Vaticana.

Note: APA 7th edition no longer requires the inclusion of publisher location as in past editions.

When making reference to a work by a pope, do not put "Pope" in front of the name. Use only the name and numerals as needed:
- Benedict XVI
- Francis
- John Paul II

If the document was written before the individual became pope, use his previous name.
- Jorge Mario Bergoglio: Bergoglio, J. M.
- Joseph Ratzinger: Ratzinger, J.
- Karol Józef Wojtyła: Wojtyła, K. J.

If the document was written after the individual became pope, use his papal name.
- Francis
- Benedict XVI
- John Paul II

In text example:
One of the most often quoted texts of the Second Vatican Council (1965) is: "Only in the mystery of the incarnate Word does the mystery of man take on light" (§22).

Reference list example:

Vatican II, Council. (1965). *Gaudium et spes* [Pastoral constitution on the Church in the modern world]. Libreria Editrice Vaticana.

**Encyclicals and Church Documents Often Cited**

Benedict XVI. (2005). *Deus caritas est* [Encyclical, God is love]. Libreria Editrice Vaticana.

Benedict XVI. (2006, September 12). *Faith, reason and the university: Memories and reflection*s[The Regensburg address].
        [w2.vatican.va/content/benedict-xvi/en/speeches/2006/september/documents](w2.vatican.va/content/benedict-xvi/en/speeches/2006/september/documents)
        /hf_ben-x vi_spe_20060912_university-regensburg.html

Benedict XVI. (2007). *Spe salvi* [Encyclical, On Christian hope that saves]. Libreria Editrice Vaticana.

Francis. (2013). Lumen fidei [Encyclical, On faith]. Libreria Editrice Vaticana.

Francis. (2016). *Amoris laetitia* [Apostolic Exhortation, On love in the family]. Libreria Editrice Vaticana.

International Theological Commission. (2002). *Communion and stewardship: Human persons created in the image of God.* Libreria Editrice Vaticana.

International Theological Commission. (2012). *Theology today: Perspectives, principles and criteria*. Libreria Editrice Vaticana.

John Paul II. (1993). *Veritatis splendor* [Encyclical, On the splendor of truth]. Libreria Editrice Vaticana.

John Paul II. (1995)*. Evangelium vitae* [Encyclical, The gospel of life]. Libreria Editrice Vaticana.

John Paul II. (1998). *Fides et ratio* [Encyclical, On the relationship between faith and reason]. Libreria Editrice Vaticana.

John Paul II. (2006). *Man and woman he created them: A theology of the body* (M. Waldstein, Trans.). Pauline Books and Media.

Vatican II, Council. (1965). *Apostolicam actuositatem* [Decree on the apostolate of the

laity]. Libreria Editrice Vaticana.

Vatican II, Council. (1965). *Dei verbum* [Dogmatic constitution on divine revelation]. Libreria Editrice Vaticana.

Vatican II, Council. (1965). *Dignitatis humanae* [Declaration on religious freedom on the right of the person and of communities to social and civil freedom in matters religious]. Libreria Editrice Vaticana.

## Appendices

The constraints of APA format that are imposed upon the body of the paper are relaxed in the appendices. Original documents such as informed consent forms, permission letters, instructions read to participants, materials used during the course of the study, etc., may be presented here in their original formats, and may be photo-reduced if such is required to fit in 81/2 x 11 inch format. Procedures for other materials, such as audio-visual materials produced in the course of the dissertation, will be decided on a case-by-case basis by the DRT and the DMU Library Director.

Among materials appropriate for the appendices are: (a) description of pretest materials and analysis, if any; (b) letters of permission from institutions and individuals; and (c) letters of permission for the inclusion of copyrighted materials in the dissertation.

If practical, all the data used in the analysis for quantitative dissertations should be supplied in a spreadsheet format as an appendix. Obviously, more compact fonts may be employed in such a presentation. As necessary, scaled scores rather than item scores (as in the case, for example of the MMPI) can be included. If even that is impractical, consideration should be given to including the intercorrelation matrix for the major variables in the study, along with tables of their mean, confidence interval, and sample size.

## The Final Manuscript

A dissertation is not complete, and the degree will not be officially granted, until electronic copies, both PDF and in Word format, of the dissertation have been deposited with the DMU Library Director.  The dissertation will be submitted electronically to ProQuest by the Library Director. The student must schedule a meeting with the Library Director, either in person or via Zoom, to submit the dissertation

**NOTE: It is the student's responsibility to obtain and submit all forms for the dissertation.**

## Overview of the Dissertation Proposal and Defense Process

Students may work toward defending their proposal by completing the first two chapters of the dissertation, which includes the introduction, literature review and methodology. The proposal defense is a meeting with the student and dissertation committee, generally about two hours long, conducted via Zoom, or a virtual alternative agreed upon by the committee. The meeting will be recorded and uploaded in Tevera.

Students and dissertation chairs should consult with the dissertation committee to determine a timeline for receiving chapters for review and approval before proposal and/or defense. Before scheduling the proposal, the dissertation chair must approve the required chapters. Upon receiving approval from the dissertation chair, students can schedule the proposal. Students are required to arrange a date, time, and location and inform all committee members in consultation with the dissertation chair.

Students will defend the dissertation proposal or alternative dissertation project to the dissertation committee and receive the approval of the committee to conduct their proposed research. For traditional dissertations, students must present the dissertation's first two chapters (introduction and literature review, and methodology). Students completing the alternative dissertation project will present the introduction, literature review, and research agenda in the proposal. The dissertation committee must reach a majority consensus on the proposal for the research to be continued and for students to pass the proposal successfully. After a successful proposal defense, the students can now refer to themselves as doctoral candidates.

### Traditional Dissertation Proposal Defense

During the dissertation proposal defense, students must be prepared to defend the study's rationale and elaborate on possible implications. Students will include a description of the research plan, including, but not limited to:
- Relevant theoretical frameworks
- Epistemological assumptions
- Design of the study
- The guiding research questions and/or hypotheses

- Sampling procedures
- Data collection and storage methods
- Ethical concerns
- Instruments, including interview questions for qualitative studies

During the traditional dissertation proposal defense, the committee members assess:
- Adequacy of the literature review
- Originality and relevance of the study
- Feasibility and appropriateness of the topic for a dissertation
- Student's understanding of the theoretical concepts, the literature review, and research methodologies.
- Professionalism of oral presentation.

If the committee believes these conditions are satisfied, the student successfully completes the proposal phase and may proceed to complete the Institutional Review Board (IRB) application for research with human subjects in consultation with their dissertation chair (see section below).

## Alternative Dissertation Proposal Defense

Doctoral students must first consult with and obtain approval from the dissertation chair and CES program director to complete an alternative dissertation project within a specific timeline. Final approval / sign off must be provided by the dean of the global campus. Moreover, dissertation committee members must be informed regarding their expectations in the alternative dissertation process as determined by the dissertation chair. The committee works with the student to develop an original, relevant, and cohesive research agenda for the alternative dissertation project.

The student works with their dissertation chair to complete the introduction, literature review chapter, and research agenda chapter. After the chair approves these chapters, the student can schedule the proposal defense. Students are required to arrange a date, time, and location and inform all committee members in consultation with the dissertation chair. During the proposal defense, the student proposes the research agenda and an outline of two manuscripts.

During the alternative dissertation proposal defense, the committee members assess the following:
- Adequacy of the literature review
- Originality and relevance of the study
- Cohesiveness of the research agenda

- Feasibility and appropriateness of the topic for a dissertation
- Student's understanding of the theoretical concepts, the literature review, and research methodologies.

If the committee believes these conditions are satisfied, the student successfully completes the proposal phase and may proceed to complete the Institutional Review Board (IRB) application for research with human subjects in consultation with their dissertation chair (see section below).

## The Proposal Document

The dissertation proposal consists of much of the introduction and method sections of the final dissertation, or, in the case of a literature review or alternative dissertation, a description of the body of literature to be examined, or theoretical area to be addressed, When applicable, planned data analyses, and a description of of the anticipated results and conclusions are included. This is presented in a document that includes the following components:

1. A title page
2. Abstract
3. Introduction that includes a literature review, demonstrates a knowledge of the range of relevant literature, defends the importance of the topic, and concludes with the project's theses or hypotheses.
4. Method**\***
5. Conclusion that describes the final product (the dissertation) as envisioned by the student.

\***Note**: *the exact nature of the method section, in both the proposal and the final document, will vary depending upon the type of dissertation project chosen. In brief, for a literature review or theoretical dissertation, the method section presents the content areas and representative literature to be treated, as  well as a defense of the need for a literature review in this area. In the case of an empirical research project, it must contain the proposed methodology for gathering data and the anticipated analyses for testing the hypotheses.*

The length of the initial proposal will vary depending upon the specific project, but as a guideline, a minimum of 25-30 double spaced content pages is the length commonly needed to provide sufficient information to substantiate dissertation proposals. In general, empirical dissertation proposals are typically longer than those which are strictly theoretical. This is to ensure that the committee has sufficient detail regarding the psychometrics, or ethical considerations, to approve the proposed study. Although

books may be considered primary sources, the document should also include substantive peer-reviewed articles pulling from the relevant psychological literature.

The approval of a proposal signifies the following: (a) the proposal contains the outline of a clear focused literature review germane to the dissertation; (b) the committee approves of the scope of the literature review, the topic to be studied, the approach to be taken, and the rationale behind the proposal, pending the suggested revisions; (c) the committee judges that there is a clear set of objectives, and sufficient detail concerning planned method of analyses (statistical or otherwise) for the committee to have an unambiguous understanding of the planned procedures; and (d) the proposal's integrative component is reasonable in scope and adequately representative of the mission of DMU.

# Institutional Review Board for Research on Human Participants

The primary function of the Institutional Review Board (IRB) is to ensure protection of the rights of all human participants who participate in research endeavors conducted by Divine Mercy University faculty, professional staff, and/or students. The policies and regulations of the IRB are guided by federal rules and regulations and are based on the Protection of Human Subjects Code of Federal Regulation, and the Belmont Report. According to 45 CFR 46 – Protection of Human Subjects, at institutions receiving federal funds, all research involving human participants must be reviewed and approved by an IRB. Any research not approved by the IRB and not subject to the exceptions to IRB oversight may not be conducted as a part of a DMU dissertation.

An application to the IRB is required if any portion of the dissertation involves gathering data involving human beings or animals, or consulting records that would otherwise be considered confidential. *No previously unpublished data collected prior to IRB approval may be used in any form (including pretest or exploratory analysis) in the dissertation, unless it is archival data as collected independent of the dissertation.*

The function of the IRB is to provide additional ethical review of the methodology of the study. The IRB approval process involves:
1. Submission of an application for approval, including complete documentation of informed consent procedures, detailed description of all procedures involving the participants (human or animal) and complete description of all debriefing procedures.

2. Initial review of the application by the chair of the IRB in order to determine whether the procedures are of minimal risk and thereby are entitled to expedited review or whether they should be submitted to a full review by the IRB. Time must be allotted for full review, and students should acquaint themselves with the timelines of that process.

3. If the data are collected at, or in collaboration with, another institution, review by that institution's IRB may be required, at that institution's discretion.

4. When the dissertation project is completed, the final IRB form noting the project completion, and date of completion, must be submitted to the IRB via the IRB Canvas course, under the original and approved application submission files.

### Defense of the Traditional or Alternative Dissertation

For many, the use of the term defense solicits a sense of dread, anxiety and stress responses. A useful reframe is to view this part of the process as an opportunity to showcase the findings of your research. At this point, you are the expert on the topic and the committee is a group of people you have selected who are on your side. After all, they are all very familiar with your dissertation by now and have in fact been a part of the process all along. There shouldn't be any surprises.

Upon approval from the IRB, students are permitted to begin soliciting participants and collecting data. The dissertation chair is responsible for offering guidance regarding data collection, providing support with relevant statistical analyses for quantitative designs, and assisting with the correct analysis procedures for the specific qualitative design. Following the proposal, committee members are responsible for offering ongoing feedback and suggestions to the student in consultation with the dissertation chair.

Once students finish data collection and analysis, they can (a) write the two final chapters required (results and analysis and discussion) and (b) prepare for the dissertation or alternative dissertation defense. Students will also need to edit the first two chapters and finalize other sections, such as the abstract, table of contents, list of tables/ figures, reference page, and appendices. And, of course, be sure the document is in APA format and style throughout. Students should frequently consult the dissertation chair and committee members for support and feedback when preparing for the dissertation defense. Ultimately, the dissertation chair is responsible for preparing the student to defend the dissertation successfully.

Students completing the alternative dissertation project will present the conceptual manuscript, the empirical study manuscript, and the discussion chapter in the

dissertation defense. For alternative dissertation projects, students present the findings of the empirical research manuscript, a summary of the conceptual manuscript, and an overview of implications, limitations, and possibilities of publication and future research in the context of their proposed research agenda.

Upon approval from the dissertation chair, the student is permitted to schedule the dissertation defense. For traditional dissertations, all four chapters must be submitted to the committee before the dissertation defense date at a time agreed upon by all committee members. For alternative dissertations, the conceptual manuscript, empirical study manuscript, and discussion chapter must be submitted to the committee before the dissertation defense date at a time agreed upon by all committee members.

For the defense, students prepare a 50-to 55-minute presentation on their research study, emphasizing the analysis, findings, and discussion. The presentation and defense meeting should be recorded and uploaded to Tevera. Following the presentation, committee members will inquire about the study's research methodology, findings, and implications. During this question-and-answer portion of the defense, committee members assess the satisfactoriness of the data analysis, the relevance of the findings for the field of counselor education and supervision, and the student's exploration of implications, limitations, and areas for future research. For alternative dissertation projects, the committee assesses the quality of the conceptual manuscripts in light of the student's proposed research agenda.

The chair will open the meeting by reviewing procedures to be followed, and presenting the student. There may follow a brief period during which committee members discuss in camera any immediate concerns they may have. With the student and audience (if any) in the room, the examination process begins with a presentation of the dissertation work by the student, followed by a period of questioning. The appropriateness of the use of visual aids, media, and/or handouts as part of this presentation is a matter to be decided between the student and the chair. The primary concern here is that the student should demonstrate a mastery of the entire committee; visual aids should not be of a form such that someone unfamiliar with the dissertation could present the overview. If there is an audience present, only the committee members may ask questions of the student. If time permits, other DMU faculty may, at the chair's discretion, also ask questions.

Following the question and answer portion, the student will be asked to leave the virtual meeting room for the committee to have a frank and open discussion about the

quality of the dissertation study and the presentation of the dissertation study. If the committee agrees that the student has met the necessary conditions, the student is invited back into the room to celebrate the completion of the dissertation defense. In many cases, students will be required to complete minor revisions to prepare the dissertation for submission and publication into ProQuest. It is very rare that no edits will be required of the student after the defense. The dissertation chair typically oversees the minor revisions process.

In some instances, the student may be asked to make major revisions to prepare the manuscript for submission and publication. In this case, the committee will want to review the revisions before the student can submit the manuscript to ProQuest. Additionally, if the committee does not believe the conditions for a successful defense are satisfied, a plan will be made to satisfy such conditions in a timely manner based on a schedule approved by the committee in collaboration with the doctoral candidate.

To summarize, the dissertation oral defense consists of the following four steps:

1. Welcome and student presentation. Attendees include the student, the committee and invited guests (depending on an open or closed defense meeting described below).
2. Defense. Only the student and committee are included in this portion.
3. Committee discussion. The student leaves the meeting and only the defense committee is included for the deliberation portion.
4. Discussion outcome and next steps. The student is invited to return to the meeting with the committee (no guests).

Following are essential expectations for the oral defense:
1. The student is expected to present for 50-55 minutes, and demonstrate command of the subject matter of the dissertation. As applicable, the student should be able to answer procedural questions concerning data collection or statistical analysis procedures (or those used in primary references discussed in the literature review). The question and answer portion of the defense should take approximately 20-30 minutes, with another five to ten minutes for committee deliberations and final remarks.
2. Students must be able to evaluate the strengths and weaknesses of their own work, and to project logical extensions of that work, without overextending its implications or importance to areas not reasonable within its scope. In other words, a student should be prepared to answer a question with, "That is outside the scope of this study," or "I don't know," when that response is appropriate.

3. The student should be prepared to summarize how the dissertation supports the integrative mission of the DMU.

**Open or Closed Defense Presentation**

For the defense meeting, students should discuss the benefits and limitations of having an open or closed defense for the presentation portion with the chair. In academia, dissertation defense presentations are typically open to the university community, including the student researcher, the committee, graduate studies representatives, and current faculty and students. Friends and family members may also be invited to attend the presentation component. Some potential benefits of an open defense are gaining experience and confidence with the topic, sharing the study and findings with people interested in the topic, preparation for presenting to conferences, and celebrating the student's success. Of course, a potential limitation would be the elevation of feeling anxious with other people present beyond the dissertation committee. To be clear, though, only the student and the committee are present for the actual defense portion as noted above. Whether to have an open or closed dissertation presentation should be clearly discussed between student and chair.

# Dissertation Oral Defense: Possible Outcomes

The dissertation committee judges whether the student satisfactorily performs the requirements of the oral defense. Decisions of the committee may be:

- *Approval:* The student has completely satisfied the committee, and no changes are required to the dissertation (this is uncommon);
- *Approval with revision*: The student has satisfied the committee, but stipulated changes must be made to the dissertation before final submission for binding;
- *Disapproval pending revision and reconsideration:* the committee is not satisfied either with the dissertation or student's ability to defend it, such that another exam must be scheduled. Students who do not pass their dissertation defense are allowed a maximum of one additional attempt, to be scheduled only after the committee is satisfied that stipulated changes in the written dissertation have been made;
- *Disapproval*: In the event of a failure of this second defense, the student is required to begin the process anew, re-conceptualizing the proposal or beginning a different project.

# ProQuest Database Procedure and Process

Once you have successfully defended your dissertation and completed all the required edits, you must send your final manuscript in PDF and Word format to the Library Director. The Library Director will then submit your dissertation manuscript to ProQuest. To prepare your manuscript, follow these steps:

**Steps to Completion**

1. Ensure the document includes the committee's signed approval page.
2. Review this document for preparing the manuscript: https://drive.google.com/file/d/1A4-OIU49FjxMmzAeEOKedIVHRUiOWiSr/view?usp=drive_link.
3. Students will prepare an Adobe PDF and Word version of their work: Embed fonts, make sure there is no password protection on the PDF files, ensure that security settings allow printing, format as individual, single pages.
4. Multimedia files should be submitted as supplemental materials and should not be embedded into the PDF.
5. Margin: Left: 1"; Right: 1"; Top and Bottom: 1" Applies to all material except page numbers, including figures, headers/footers, footnotes/endnotes, and full-page images. Page numbers: at least 3⁄4" from the edge of the page.
6. Create your manuscript using a TrueType font (exp., Arial, Times New Roman)
7. Line Spacing: Double-space: abstract, dedication, acknowledgments, table of contents, and body of the manuscript, except for quotations as paragraphs, captions, items in tables, lists, graphs, and charts. Single-space: footnotes/endnotes, bibliographic entries, lists in appendices.
8. Use tabs instead of a series of spaces to align text. Insert page breaks instead of a series of paragraphs to start a new page. Use section breaks to change the format between pages in the document. Use the word processor's tools to create tables of contents and cross references to ensure that pagination is consistent even if the PDF file generation causes the pages to shift slightly.
9. Review the final submission (ProQuest does not change the formatting and content, so check for accuracy) and pay appropriate fees.
10. Students will be asked to identify keywords/phrases that describe their dissertation. Students should have reviewed these with their dissertation chair.
11. Submission: follow the instructions on the ProQuest ETD Administrator site (above).

Any questions regarding the process should be directed to the DMU library staff: https://divinemercy.edu/library/

This is the final step needed for students to have their degree conferred. Once students have completed this step and the program director, dean and faculty advisor have received confirmation that the dissertation has been accepted via ProQuest requiring no edits, the student has officially completed the dissertation process.

## Congratulations, Doctor!

First things first…take a slow deep breath and enjoy this moment. This is a unique place in your life that may never be repeated, and has changed your potential future trajectory in unmeasurable ways. Celebrate your success, share it with friends and family, post it on social media (if you are so inclined), and don't miss this opportunity to experience gratitude to all those who have supported you in this journey. The moment is yours so allow yourself to bask in the glow of this amazing accomplishment. According to available data (Academia Insider, 2024), less than 2% of the world's population holds a Ph.D., and this places you in a highly regarded position with knowledge and expertise that will be with you for the rest of your life. You may now add Ph.D. to your name, and list Doctor of Philosophy in Counselor Education and Supervision to your CV.

Enjoy!

Reference

Academia Insider (2024).
https://www.google.com/url?q=https://academiainsider.com/how-many-people-have-phds/&sa=D&source=docs&ust=1742569027937808&usg=AOvVaw1ZLJI4frGs1Bm_ChhAiU39

# APPENDICES

### List of Forms, Lists, and Checklists

CES Approved Dissertation Committee Chair list

https://drive.google.com/file/d/1oyWgr2lCF5D-RUEiF8uoaKU_DmrvBzXV/view?usp=sharing

### CES Dissertation Forms List

https://docs.google.com/spreadsheets/d/1Pang3D-IvSaoLnFi7-MgGUNmp-dmoNMKwuc1PdHOO8o/edit?usp=sharing.


**Dissertation Sample Pages**

Signature Page

Title Page

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