

# Doctoral Dissertation

## PSYC 900-0015

### Fall 2017

#### Basic Course Information

This course comprises one semester of your doctoral dissertation research. The completion of your entire dissertation involves a total of six credit hours. Please keep in mind that you cannot register for more than six credit hours of PSYC 900. You arrange regular meetings with me to facilitate the progress of your work on the dissertation.

#### Instructor

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A. Renee Staton	Office Hours:
Johnston 118	Mondays 1 – 2:30
540-568-7867	Wednesdays 12:30 – 2:30
statonar@jmu.edu	Thursday 1 – 2:30; and by appointment

#### Registration

You submit a written proposal for a dissertation to me **before** you receive an override to preregister for the course. If you do not complete the dissertation in time, you must register for PSYC 899 Dissertation Continuance. Keep in mind that continuance hours do **not** count towards graduation requirements.

#### Objectives and Learning Outcomes

The dissertation is the final component of the doctoral curriculum that is designed to help you accomplish the following:

- Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
- Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
- Participate in appropriate professional counseling organizations.
- Contribute to and promote scholarly counseling research.

The objectives of this course are to help you:

- use such methods as quantitative and qualitative research, needs assessment, and program evaluation in the counseling profession;
- enhance your critical thinking skills;
- gain expertise in a particular topic in counseling;
- integrate knowledge from different sources;
- enhance your computer and technology skills for gathering information, analyzing data, and presenting material;
- recognize the ethical and legal issues involved in research; and
- improve your writing and presenting skills.

**Students who successfully complete the Dissertation will demonstrate knowledge in the following doctoral learning outcomes of the CACREP 2016 Standards**

#### RESEARCH AND SCHOLARSHIP

1. research designs appropriate to quantitative and qualitative research questions (4.a.)
2. univariate and multivariate research designs and data analysis methods (4.b.)
3. qualitative designs and approaches to qualitative data analysis (4.c.)

4. models and methods of instrument design (4.e.)
5. research questions appropriate for professional research and publication (4.g.)
6. professional writing for journal and newsletter publication (4.h.)
7. professional conference proposal preparation (4.i.)
8. design and evaluation of research proposals for a human subjects/institutional review board review (4.j.)

### **COURSE CACREP STANDARDS and KPI CHART**

CACREP STANDARDS INCLUDED IN COURSE	4.a.	4.b.	4.c.	4.e.	4.g.	4.h.	4.i.	4.j.
Overall Standards <b><i>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship.</i></b>	x	x	x	x	x	x	x	x
<u>KPI ASSIGNMENT</u> : Dissertation								
ASSIGNMENT: Chapter 1	x				x			
ASSIGNMENT: Chapter 2	x				x			
ASSIGNMENT: Chapter 3			x					
ASSIGNMENT: Chapter 4		x	x	x				
ASSIGNMENT: Chapter 5			x			x	x	x
KPI ASSIGNMENT: Dissertation Proposal	x	x	x	x	x	x	x	x
Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery								

	<b>Below Standard (1)</b>	<b>Approaching Standard (2)</b>	<b>At Standard (3)</b>	<b>Exceeds Standard (4)</b>
<b><i>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research.</i></b>	Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and	Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and	Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and	Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and

	qualitative research.	qualitative research.	qualitative research.	qualitative research.
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### Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The Graduate School (2012). *Format manual*. Harrisonburg, VA: James Madison University. Retrieved from <http://www.jmu.edu/grad/files/2012-13Manual.pdf>

### Recommended Readings

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2nd ed.). Glendale, CA: Pyczak Publishing.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole Thomson.

Randolph, J. J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation*, 14(13), 1-13. Retrieved from <http://pareonline.net/pdf/v14n13.pdf>

### Online Resources

APA Style Information and Guidelines

<http://owl.english.purdue.edu/owl/resource/664/01/>

JMU Policies and Procedures for Submission of Dissertations

<http://www.jmu.edu/grad/current-students/thesis-dissertation/information.shtml>

JMU Office of Research Integrity—Training for IRB

<http://www.jmu.edu/researchintegrity/irb/irbtraining.shtml>

### Content and Purpose

The purpose of PSYC 900 Dissertation is to provide you with an opportunity to undertake an intensive, in-depth work of scholarship in the field of counseling. The final product is an original contribution to the counseling profession. The title of your dissertation will appear on your transcript. You are expected to share the results of your dissertation at professional conferences and in peer-reviewed journals.

### Format and Methods of Instruction

Your meetings with me are your opportunity to plan, implement and complete your dissertation research. The process includes discussing your ideas for a dissertation, shaping your plan of action, sharing your work in progress, meeting with the entire committee to approve your dissertation proposal, receiving IRB approval for your research, collecting your data, discussing your results, editing drafts of your manuscript, and developing

your final document. Between meetings, we will keep in contact through email, telephone, fax, and texts. I have provided information regarding my numbers and addresses on the first page of this syllabus.

### Performance Evaluation Criteria and Procedures

Your performance on your dissertation is graded as either Satisfactory or Unsatisfactory, based on ratings of your learning outcomes as you design, implement, write your dissertation. In the process, you will carry out other key assignments, such as submitting a program proposal and a manuscript for publication. You determine the grade that your performance will receive in this class. It is based on your work as a creative, thoughtful, conscientious and active researcher – no tricks, no gimmicks, no Mickey Mouse. In addition to the rubrics below, your chair uses the Doctoral—Skills and Practices Learning Outcomes Assessment (DOC—SPLOA) to evaluate your performance.

#### **Grading**

Satisfactory	Acceptable or Excellent Ratings on All Criteria
Unsatisfactory	Unacceptable Rating on Any Criterion

#### **Criteria**

Meeting Participation  
Chapter Drafts  
Key Assignments

As always, if you have specific needs that are addressed by the Americans with Disabilities Act (ADA) and require course materials in alternative formats, please notify me immediately. I will make any reasonable effort to accommodate to your special needs. Of course, I expect you to abide by the JMU Honor Code, which is in the Catalog. Check with me if you have any questions regarding this matter.

### Meeting Participation

I am looking forward to you being a dedicated scholar who attends all our meetings, comes prepared, and actively engages in the process of creating an original research product, being fully involved in all activities, and offering your ideas and observations to our discussions. I will use the above rubric regarding participation to evaluate your performance on this criterion.

### Chapter One—Introduction and Overview

The draft of your first chapter must provide an introduction and overview of your dissertation. You begin this chapter by familiarizing the reader with the nature and scope of the problem you plan to address, definitions of any important concepts, and questions you expect to answer. You build your argument by developing and presenting your rationale for the value of this research project. Your first chapter should also include a brief discussion of the possible implications of your dissertation findings. The heart of your beginning chapter is a concise statement of the purpose of your dissertation study. You immediately follow the purpose statement with a list of your specific research questions and hypotheses. Finally, you present an overview of the remaining chapters in your dissertation.

Although this chapter appears first in your dissertation, in actuality you will write much of it only after completing your review of the literature and your description of the methodology. The dissertation is a major undertaking that does not follow a simple, linear process. Instead, your work is a dynamic, interactive, and complex undertaking that involves first pursuing ideas that intrigue you, exploring issues that seem to call to you, and confronting challenges that perplex you in your professional work. As you turn to read the relevant literature, you will find yourself beginning to clarify your hunches and articulate your initially vague notions. Writing your reflections regarding your readings helps you to focus and refine your research questions and design promising methods to answer them. Through this active engagement with the work of other scholars, you make discoveries, revise your ideas, and enhance your methodology.

The following rubric will be used to evaluate your performance on this learning outcome:

### Skills in Setting the Stage for the Dissertation

Excellent	Acceptable	Unacceptable
An outstanding job of familiarizing the reader with the nature and scope of the dissertation. Presents a convincing rationale for the dissertation, an excellent discussion of implications, and provides an exceptional statement of the purpose. Includes a clear list of groundbreaking research questions and hypotheses and a well-written overview of the remaining chapters. Quality of writing is comparable to that in professional publications. Follows APA format without errors. Final version demonstrates openness to the feedback given to earlier drafts.	A well-written introduction and overview of the dissertation. Presents a rationale for the value of this research, discusses the implications of the findings, and provides a concise statement of the purpose. Includes a clear list of specific research questions and hypotheses and an overview of the remaining chapters. Follows APA format with only minor errors. Generally organized, clear, and consistent. Final version incorporates most of the feedback given to earlier drafts.	Fails to include essential components of a first chapter, such as a rationale, statement of purpose, or research questions. Lacks organization and clarity. APA format not followed. A notable lack of correct spelling and grammar. Final version does not incorporate feedback given to earlier drafts.

### Chapter Two—Review of Literature

The purpose of the second chapter is to provide a comprehensive discussion of the topic and a thorough review of the current research literature, culminating in the research questions you will answer in your dissertation. The questions should be significant ones that call for an in-depth, comprehensive and detailed research project to provide important answers. You must relate the dissertation to the counseling profession in significant ways. For example, you may discuss the implications of your results for counselor education, supervision, or counseling practices.

The following rubric will be used to evaluate your performance on this learning outcome:

### Skills in Formulating Research Questions Rubric

Excellent	Acceptable	Unacceptable
Literature review is substantive, thorough, and comprehensive. Content of the review includes promising ideas and offers impressive insights. Quality of review is comparable to that of published critical reviews. Consistently follows APA format without errors. Research questions are original, specific, and sophisticated. Final version	Literature review is a clear and balanced narrative covering the relevant concepts and data related to the research questions. The review follows APA format with only minor errors. Generally organized, clear, and well-written. Research questions are original, specific, and relevant to counseling. Final version	Literature review is simplistic summary of previous research, offers incomplete coverage of concepts and findings, and does not logically lead to the research questions that are formulated. Research questions lack originality, specificity, and relevance to counseling. APA format not followed. A notable lack of correct spelling and grammar.

demonstrates openness to the feedback given to earlier drafts.	incorporates most of the feedback given to earlier drafts.	Final version does not incorporate feedback given to earlier drafts.
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### Chapter Three—Methodology

The third chapter describes the methodology of the dissertation. It details the “how” of the study—selection of participants, choice of quantitative and qualitative methods, characteristics of measures, procedures followed during the collection of data, and the analyses performed on the data. The following rubric will be used to evaluate your performance on this learning outcome:

#### **Quantitative and Qualitative Research Design Skills Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Thoroughly describes the methodology and data analysis that clearly flow from the research questions. Quality of design is comparable to that of published articles. Descriptions of participants, measures, procedures, and analyses are outstanding. Consistently follows APA format without errors. Includes detailed steps for carrying out methodology and data analysis. Final version demonstrates openness to the feedback given to earlier drafts.	Research design includes methodology and data analysis that addresses the research questions. Appropriate selection of quantitative and qualitative methodologies. Descriptions of participants, measures, procedures, and analyses are adequate. The chapter uses APA format with only minor errors. Generally organized, clear, and consistent. Research questions are original, specific, and relevant to counseling. Final version incorporates most of the feedback given in response to earlier drafts.	Research design does not meet the minimal criteria for methodologies and data analyses that could satisfactorily address the research questions. Essential sections, such as those describing participants, measures, procedures, and analyses, are inadequate. APA format not followed. A notable lack of correct spelling and grammar. Final version does not incorporate feedback given in response to earlier drafts.

### Chapter Four—Results

Typically, the fourth chapter of a dissertation describes the findings of the study. The finding may include both quantitative and qualitative results. The following rubric will be used to evaluate your performance on this learning outcome:

#### **Quantitative and Qualitative Research Design Skills Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Thoroughly describes the methodology and data analysis that clearly flow from the research questions. Quality of design is comparable to that of published articles. Consistently follows APA format without errors. Includes detailed steps for carrying out methodology and data analysis. Final version demonstrates openness to the feedback given to earlier drafts.	Results chapter provides essential information on the research participants, measures, procedures, and analyses. Follows APA format with only minor errors. Generally organized, clear, and consistent. Research questions are original, specific, and relevant to counseling. Final version incorporates most of	Results chapter does not meet the minimal criteria. APA format not followed. A notable lack of correct spelling and grammar. Final version does not incorporate feedback given in response to earlier drafts.

	the feedback given in response to earlier drafts.	
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### Chapter Five—Discussion

The final chapter of the dissertation is the discussion. It should include a summary of the major findings, a consideration of the limitations of the study, an exploration of the implications of the results for theory and practice, a list of recommendations for future research, and a synopsis of the final conclusions. The following rubric will be used to evaluate your performance on this learning outcome:

#### **Quantitative and Qualitative Research Design Skills Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Offers comprehensive and thoughtful discussion that includes all essential components. Quality of writing is comparable to that of published articles. Consistently follows APA format without errors. Includes insightful recommendations for future research. Final version demonstrates openness to the feedback given to earlier drafts.	Discussion includes satisfactory coverage of the essential components: summary of findings, limitations of the study, implications for theory and practice, recommendations, and final conclusions. Follows APA format with only minor errors. Generally organized, clear, and consistent. Final version incorporates most of the feedback given in response to earlier drafts.	Discussion chapter does not meet the minimal criteria. Essential components, such as summary of findings, limitations, implications, recommendations, and final conclusions, are inadequately addressed. APA format not followed. A notable lack of correct spelling and grammar. Final version does not incorporate feedback given in response to earlier drafts.

### Manuscript Submission for Publication

You will explore with your chair possible venues for publishing articles that are based on portions of your dissertation. Submit at least one manuscript for publication as a newsletter article, book chapter, or professional journal article. The following rubric will be used to evaluate your performance on this learning outcome:

#### **Professional Writing Skills Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Manuscript is complete and thorough in addressing publication requirements. Style of the product is ideal for the intended venue. Consistently follows APA format without errors. Spelling and grammar are correct throughout the assignments. Organized, clear, and consistent. Products are valuable contributions to the counseling literature.	Manuscript is generally complete in addressing publication requirements. For the most part, the style of the manuscript is appropriate for the intended venue. The manuscript follows APA format with only minor errors. Spelling and grammar are consistently correct. Generally organized, clear, and consistent.	Manuscript does not meet minimum requirements for consideration. Style of the manuscript is inappropriate for the intended venue. APA format not followed. A notable lack of correct spelling and grammar. Manuscript lacks any logical flow to the ideas.

### Program Proposal

During this time, you will submit at least one program proposal based on a portion of your dissertation. The following rubric will be used to evaluate your performance on this learning outcome:

### Program Proposal Writing Skills Rubric

Excellent	Acceptable	Unacceptable
Proposal is in complete compliance with all instructions and guidelines for submissions. Topic is highly relevant to the conference theme and addresses an important current issue. Follows APA format with no errors. Learning outcomes are described clearly and in detail. Spelling and grammar are correct throughout the proposal. Highly organized, clear, and flows logically.	Proposal is in compliance with basic instructions and guidelines for submissions. Topic is relevant to the conference theme and addresses a timely issue. Follows APA format with only minor errors. Learning outcomes are described clearly. Spelling and grammar are consistently correct. Generally organized, clear, and has a logical flow.	Proposal does not comply with basic guidelines, such as word count or essential information. Topic is not related to the conference theme or addresses an issue that is no longer current. Learning outcomes are poorly described. APA format not followed. A notable lack of correct spelling and grammar. Lacks any logical flow to the ideas.

#### Types of Dissertations:

A wide variety of studies and projects are acceptable for your dissertation, as long as you demonstrate its quality in your proposal. Your dissertation can include such methods as quantitative, qualitative, single-case, action, process, and outcome research. Whenever you use human subjects, you must participate in IRB training and submit a proposal for approval to the Institutional Review Board on the Use of Human Subjects in Research.

#### Proposal

As part of your comprehensive examination, you submitted a proposal for your dissertation. The proposal should include initial drafts of the first three chapters of your dissertation: introduction and overview, review of the literature, and methodology. In order to pass your comprehensive examination, you need to provide an organized, clear and well-written description of what you plan to accomplish with your dissertation project. Your proposal must show promise of making a positive and original addition to the counseling literature that is based on your own ideas and work. The essential principles you should follow are to propose a meaningful and doable project. Take care in crafting a readable document that follows APA style. You should propose a clear timeline identifying your target dates for achieving the major tasks, such as data collection, data analysis, first draft of entire dissertation, final committee meeting, and submission of the finished dissertation.

#### Committee

In addition to a proposal, your comprehensive examination materials must also include a completed approval form naming your dissertation chair and two committee members. The purpose of this portion of the comprehensive examination is to provide a landmark point for launching your research and to ensure adequate time for successfully completing the dissertation project.

The form is available at:

[http://www.jmu.edu/grad/current\\_students/wm\\_library/CommitteeApprovalForm2010.pdf](http://www.jmu.edu/grad/current_students/wm_library/CommitteeApprovalForm2010.pdf)

You may choose any member of the Counseling faculty to be the chair of your dissertation committee. Consider the faculty members' areas of interest and pick someone who has expertise on your topic. Some faculty members have organized interest groups that are working on ongoing projects.

You should meet regularly with your committee chair to discuss the progress you are making on your project. It is **your** responsibility to keep your committee chair informed of the scope, plan and progress of your project.

The two committee members must be members of the JMU graduate faculty, and at least one of them must be a member of the Department of Graduate Psychology.

Typically, you will have at least two meetings with the entire committee—one to approve your dissertation proposal and another at least two weeks before the final dissertation is due to the Graduate School.

### Final Document

The format for the dissertation should follow the guidelines presented in the *JMU TGS 2012-2013 Thesis and Dissertation Manual*, which is available online at [http://www.jmu.edu/grad/current\\_students/wm\\_library/2012-13Manual.pdf](http://www.jmu.edu/grad/current_students/wm_library/2012-13Manual.pdf), and the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Follow the guidelines **carefully** and check with TGS before the deadline for a tentative approval of your dissertation format. You must submit your final report electronically to TGS and JMU Libraries by the deadline. You should also provide a bound copy of your final dissertation to the chair and each member of your committee.

### Journal

I invite you to keep a journal of your intellectual journey in your dissertation. The journal is a place where you can make your thinking visible and where you can work out connections in your own words. It may serve as a reservoir of ideas, the place where you face and answer your own questions. The journal is an on-going written conversation with yourself. You can use your journal to react to, reflect on, and tie together all your learning experiences: the readings you encounter, the information you collect, and the observations you make.

You can benefit tremendously from keeping a journal if you do more than merely summarize your experience. For example, consider what is particularly interesting, meaningful, unusual, or even puzzling about the research you are doing. I suggest that you date your entries and write regularly, at least two or three times a week.

I encourage you to use your journal to explore your thoughts, sort through your feelings, recollect memories, and develop ideas. You can use a variety of strategies—questioning, synthesizing, speculating, and brainstorming.

### Final Hints

I have compiled a few suggestions from other students who have successfully completed their dissertations.

- **Make a time-line.** Develop a time-line for completing portions of your dissertation. A time-line can help you stay on track with this long-term project.
- **Be punctual.** Keep track of important dates and deadlines. Be sure to have materials to your chair and the committee members so that they will have adequate time to read what you have written before meeting.
- **Organize your material.** Organize your references on hard copies or on a database program. This strategy will be an enormous help when you later assemble your reference section. Nothing is more annoying than tracking down a missing reference when a deadline is hanging over you.
- **Take responsibility.** Remember that the chair's job is to guide you through this dissertation with feedback and suggestions. You have the responsibility to arrange committee meetings, give drafts to committee members, and deliver the final electronic document to the Graduate Office.
- **Use your committee resources.** Your chair should be satisfied before you give the formal proposal to other committee members. However, in some cases, it may make good sense to work closely with a member who has a specific area of expertise.
- **Proofread your work.** It is fine to use spell check and grammar programs, but do not rely on them to catch every error. Be sure to proofread your drafts carefully before giving them to your chair.

•**Back up your work.** Unless you want to experience the ultimate graduate student nightmare, make it a habit of regularly backing up your work. Accidents do happen, so keep backup CDs and additional hard copies of your drafts in a safe, fireproof place.

### Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

### Meeting Participation

As a dedicated scholar, you will attend all our meetings, come prepared, and actively engage in the process of creating an original research product, be fully involved in all activities, and generously offer your ideas and observations to our discussions. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your meeting times are your opportunities to hone that skill of being fully present. If you are unable to attend a meeting due to an emergency, I expect you to contact me as soon as possible.

### **Participation Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Consistently engages, actively listens, and builds on comments. Arrives promptly and fully prepared at every session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment.	Attends every meeting, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to the conversation.	Is absent or, when present, rarely interacts during meetings. Comes unprepared. Demonstrates a notable lack of interest in the dissertation process. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt.

### Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### Incllement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml> Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.