

**PSY 6000 Thesis Evaluation Form**  
**Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),**  
**Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)**

**Counseling Psychology Program**  
**Texas Tech University**

**Student's Name**

**Year in Program**

**Semester/Year**

**Project Title**

This form is to be filled out by each committee member when he/she is ready to sign off on the thesis document. Please use the following scale when evaluating the student.

0 = NA      1 = poor      2 = fair      3 = satisfactory      4 = good      5 = excellent

**Fundamental Elements**

*All 7 of these elements must be satisfactorily present to attain competency on the thesis.*

Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.

Student stated the relationship between the study and previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Hypotheses / research questions were appropriate and clearly articulated.

Student described in detail how the study would be executed.

Proposed data collection procedures are in accordance with APA's Ethical Principles and Code of Conduct.

Student provided a more extensive review of research related to the project or some relevant part of the project in an Extended Literature Review.

**Additional Elements**

*80% of the relevant elements must be satisfactorily present to attain competency on the thesis.*

**Project Scope**

Scope of student's research study is appropriate for a PSY 6000-level project.

Student's level of independence in developing thesis research project was appropriate

**Literature Review**

Student stated theoretical implications of his or her study.

Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.

Student addressed strengths and limitations of existing literature.

Student cited and referenced works pertinent to the area of study.

### **Purpose of Study**

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses / research questions

### **Research Design/Methods**

Research design is appropriate to address hypotheses / research questions.

Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.

Student recognized that, when possible or relevant, s/he would conduct a power analysis to estimate sample size.

Estimated number of participants is appropriate for the study.

Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).

Description of measures to be used in the study are provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)

### **Data Collection**

Proposed data collection procedures are appropriate and clearly articulated.

Proposed data collection procedures are in accordance with TTU's IRB guidelines.

### **Data Analysis**

Student identified and adequately described proposed statistical procedures to be used to analyze data.

Procedures for handling missing data are described (when appropriate).

Student addressed need to test most important assumptions of proposed statistical tests.

### **Proposal Document**

Student adhered to guidelines set forth by the APA Publication Manual (6th edition).

Document is well organized, written in a clear, concise, and grammatically correct manner.

**Professionalism**

Student conducted him/herself in a professional manner during the proposal.

Student's answers to questions reflected knowledge of his or her proposed area of study.

Student's answers to questions reflected knowledge of the statistical procedures to be used in his or her study.

Student's presentation materials were informative.

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Yes, student meets or exceeds expected level of competency for PSY 6000 Master's Thesis (*100% of fundamental elements present along with at least 80% of relevant additional elements*).

No, student does not meet expected level of competency for PSY 6000 Master's Thesis (*one or more fundamental elements inadequate or less than 80% of relevant additional elements adequate*).

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Comments

Signature:

Date