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

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 KPI4 Research & Scholarship: Knowledge and skills necessary for effective research and scholarship.	х	х	х	х	х	х	х	х
KPI ASSIGNMENT: Dissertation								
ASSIGNMENT: Chapter 1	Х				х			
ASSIGNMENT: Chapter 2	Х				х			
ASSIGNMENT: Chapter 3			Х					
ASSIGNMENT: Chapter 4		х	Х	х				
ASSIGNMENT: Chapter 5			Х			Х	Х	х
KPI ASSIGNMENT: Dissertation Proposal	х	х	х	х	х	х	х	х

Level of KPI indicated by:

I = Introductory R= Reinforcement

M= Mastery

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

qualitative	qualitative	qualitative	qualitative
research.	research.	research.	research.

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: Pyrczak 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, indepth 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.

<u>Performance Evaluation Criteria and Procedures</u>

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 Unsatisfactory Acceptable or Excellent Ratings on All Criteria 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	A well-written introduction and	Fails to include essential
familiarizing the reader with	overview of the dissertation.	components of a first chapter,
the nature and scope of the	Presents a rationale for the	such as a rationale, statement
dissertation. Presents a	value of this research, discusses	of purpose, or research
convincing rationale for the	the implications of the findings,	questions. Lacks organization
dissertation, an excellent	and provides a concise	and clarity. APA format not
discussion of implications, and	statement of the purpose.	followed. A notable lack of
provides an exceptional	Includes a clear list of specific	correct spelling and grammar.
statement of the purpose.	research questions and	Final version does not
Includes a clear list of	hypotheses and an overview of	incorporate feedback given to
groundbreaking research	the remaining chapters.	earlier drafts.
questions and hypotheses and a	Follows APA format with only	
well-written overview of the	minor errors. Generally	
remaining chapters. Quality of	organized, clear, and	
writing is comparable to that in	consistent. Final version	
professional publications.	incorporates most of the	
Follows APA format without	feedback given to earlier drafts.	
errors. Final version		
demonstrates openness to the		
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,	Literature review is a clear and	Literature review is simplistic
thorough, and comprehensive.	balanced narrative covering the	summary of previous research,
Content of the review includes	relevant concepts and data	offers incomplete coverage of
promising ideas and offers	related to the research	concepts and findings, and does
impressive insights. Quality of	questions. The review follows	not logically lead to the
review is comparable to that of	APA format with only minor	research questions that are
published critical reviews.	errors. Generally organized,	formulated. Research
Consistently follows APA format	clear, and well-written.	questions lack originality,
without errors. Research	Research questions are original,	specificity, and relevance to
questions are original, specific,	specific, and relevant to	counseling. APA format not
and sophisticated. Final version	counseling. Final version	followed. A notable lack of
		correct spelling and grammar.

demonstrates openness to the	incorporates most of the	Final version does not
feedback given to earlier drafts.	feedback given to earlier drafts.	incorporate feedback given to
		earlier drafts.

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

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

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

the feedback given in response	
to earlier drafts.	

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

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

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

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

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

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, and the *Publication Manual of the American Psychological Association (6th 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 <u>all</u> 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

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

Inclement 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.imu.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, 540-568-5219. You may also file a report with Title IX online at https://www.jmu.edu/access-and-enrollment/titlelX/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/titlelX/index.shtml.