

**Instructions for the Ph.D. Defense**  
**Psychology Department. UTEP**  
(version: April 6, 2016)

**Graduate School Documents Needed  
for the PhD Defense and Graduation**

**Application for Graduate Degree.**

This form can be downloaded from the Graduate School website.

**Graduation Final Degree Plan.**

This form can be downloaded from the Graduate School website.

**Completion/Defense Form.**

This form can be downloaded from the Graduate School website

**Doctoral Student Biographical Information**

This form can be downloaded from the Graduate School website

**Psychology Department Documents Needed  
for the PhD Defense and Graduation**

**Dissertation Learning Outcome Assessment.**

A pdf of this assessment form is included in this packet. A Word copy is also posted on the department website..

**Instructions for Dissertation Chair:**

**Learning Outcome Assessments.**

A pdf of this form is included in this packet.

**Evaluation by Graduating PhD Student.**

A pdf of this evaluation form is included in this packet. A Word copy is also posted on the department website..

## **Other Documents Needed for the PhD Defense and Graduation**

### **Signature Page of Dissertation.**

A pdf example of a signature page is included in this packet. The PhD candidate should create and print a similar signature page for their own dissertation.

### **PDF copy of final form of approved dissertation.**

This copy must be made by the PhD candidate at the same time that he/she submits a copy to the graduate school.

## **Before the PhD Defense**

A. At the beginning of your last semester in the program, visit the Graduate School website and review the pages that explain the requirements and procedures for submitting dissertations and graduation. Some of the most important webpages on this site deal with (a) "Graduation Information"; (b) "Graduation for Doctoral Students: Deadlines"; (c) "Graduation for Doctoral Students: Timeline," and (d) "Forms." The Graduate School website contains crucial information that is not included here. In addition, the Graduate School offers workshops that provide helpful information to students nearing graduation.

B. Fill out the Application for Graduate Degree and the Graduation Final Degree Plan from the Graduate School. After obtaining the necessary signatures, submit these two completed forms together to the Graduate School. The deadlines for submitting these documents are usually in mid-September for Fall graduation, and in mid-February for Spring graduation. However, late submissions are accepted by the Graduate School (although there is a late fee). For more details and more precise information about submission deadlines, consult the Graduate School website.

C. Print one copy of each of the following documents and take to the defense:

Completion/Defense Form (from Graduate School)

Signature Page of Dissertation.

B. (i) Print enough copies of the department's "Dissertation Learning Outcome Assessment," so that you can give a copy to each member of your committee (other than your chair) at the Defense. (ii) Prior to the Defense, fill out the first page of each assessment with the following information: (a) Your name; (b) Date of defense, (c) Name of committee member. (iii) You will also need two manila envelopes big enough to hold all of the Learning Outcome Assessments.

C. Before the Dissertation Defense, give your chair one of the manila envelopes and the "Instructions for Dissertation Chair: Learning Outcome Assessments." The chair should be familiar with the instructions *before* the Defense. Bring the second manila envelope to the defense as a precaution in case the chair forgets to bring the envelope you already provided.

D. Graduate school rules require that the oral defense of a dissertation must take place at least two weeks before Dead Day.

## **During the Dissertation Defense**

A. At the beginning of the Defense, give each committee member (other than the chair) their copy of the "Learning Outcome Assessment." Tell each committee member that they can fill out the form during or at the end of the Defense, and that the Dissertation Chair will collect the assessments at the end.

B. At the end of the Defense, after your committee members have approved your dissertation but before they leave the room, remind them to complete the Learning Outcome Assessments. Obtain their signatures on the following documents and retain the signed documents:

Completion/Defense Form. (from Graduate School).  
Signature Page of Dissertation.

Sometimes the committee members may decline to sign the Completion/Defense Form or the Signature Page of the Dissertation until you have made appropriate changes. If this happens, you must make arrangements to obtain the signatures at a later time when the members are ready to sign.

## After the Dissertation Defense

Once you have signatures from all your committee members, carry out the following steps.

A. Put the Completion/Defense Form from the Graduate School in the mailbox of the Psychology Graduate Program Director, who will sign it and return it to your mailbox. Afterward take the form to the office of the Dean of Liberal Arts (in the LA Building) and obtain the Dean's signature.

After obtaining all signatures, scan the Completion/Defense form as a pdf and email it to the Psychology Graduate Program Director. Afterward, submit the form to the Graduate School, according to the instructions posted on its website. The deadline for submitting the Completion/Defense Form is usually Dead Day.

B. Submit a copy of your dissertation to the graduate school and obtain approval for the dissertation's format.

C. Fill out the departmental form, "Evaluation by Graduating PhD Student."

D. After completing steps A to C, scan the following documents as pdfs and email them to the Psychology Graduate Program Director:

- Completion/Defense Form.
- Signature Page of Dissertation.
- Evaluation by Graduating PhD Students.
- PDF copy of final form of approved dissertation.

E. After completing step D, submit the following documents to the Graduate School. The deadlines and procedures for submission are listed on the Graduate School website:

- Completion/Defense Form.
- Signature Page of Dissertation.
- PDF copy of final form of approved dissertation (through UMI/Proquest)
- Doctoral Student Biographical Information

F. Check the Graduate School Website again for other requirements not described here.

## Dissertation Learning Outcome Assessment

Department of Psychology. University of Texas at El Paso

Student \_\_\_\_\_

Defense Date \_\_\_\_\_

Committee Member (printed name) \_\_\_\_\_

Committee Member (signature) \_\_\_\_\_

**Instructions:** Circle the number that best matches your assessment of the dissertation on each dimension. If the dimension was not assessed or does not apply, do not circle any number and indicate this in the comments. Comments are strongly encouraged if your assessment is non-satisfactory.

A copy of your ratings and comments, with this page removed, will be shared with the student and the student's mentor. Your ratings will also be included in group analyses conducted by the Psychology Department and reported on an annual basis to the university and SACS, as part of the university's assessment of student outcomes.

After you have completed this form, please sign it and place it in the envelope provided by the chair of the committee.

### Standards for Rankings

*“Limited”*

– Significant flaws/limitations suggesting student has limited effectiveness in this dimension

*“Slightly Limited”*

*“Effective” (Standard for Masters work)*

– Minor flaws/limitations suggesting student has ability to work effectively in the dimension with guidance from a more experienced researcher or as member of a research team

*“Good” (Standard for PhD work)*

*“Excellent”*

– Nearly flawless suggesting student has ability to be very productive in this dimension

### **Mastery of Theoretical and Empirical Literature**

*Probing student about scientific literature may be particularly important when Defense is written in a more “manuscript” ready format with less breadth of coverage.*

**In the written document, the thoroughness and depth of the coverage regarding the theoretical and empirical scientific literature was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

**In the oral presentation/defense, the student's ability to discuss the theoretical and empirical scientific literature was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

### **Justification of Research**

**In the introduction section of the written document, the justification of the proposed research within the existing theoretical and empirical scientific literature was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

**(please go on to the next page)**

### Using, Discussing, and Justifying Methodology and Statistics

*Note: Choices about methodology and statistics can involve imperfect alternatives (e.g., both between and within subject approaches have limitations). Ratings below "Satisfactory" should not reflect these inherent limitations, but the student's understanding and/or discussion about these choices (e.g., failure recognize limitation of correlation with regard to causal inferences)*

**In the *written document*, the presentation, discussion, and justification of the methodology was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

**In the *oral presentation/defense*, the student's ability to discuss the methodology was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

**In the *written document*, the presentation, discussion, and justification of the statistics was**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

**(please go on to the next page)**

### Using, Discussing, and Justifying Methodology and Statistics (continued)

In the *oral presentation/defense*, the student's ability to discuss the statistics was

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

### Meaningfulness of Research Findings

In the *discussion section of the written document*, the discussion about the meaningfulness of the findings (either in terms of placing them in the scientific literature or discussing their applied benefits) was

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Limited		Slightly Limited		Effective		Good		Excellent

Comments for Student and Mentor

### Additional Comments for Student and Mentor Regarding the Dissertation

Comments for Student and Mentor



## **Instructions for Dissertation Chair: Learning Outcome Assessments.**

**Background:** As part of the SACS accreditation process, the UTEP Psychology Department collects detailed evaluations from the members of dissertation and thesis committees. These evaluations help measure how well the department is meeting its goal of teaching research skills to graduate students.

**Confidentiality and Sharing of Committee Evaluations:** Please maintain the confidentiality of the completed assessments. The student and mentor should *not* look at the assessments after the committee members have completed them. Instead, the completed assessments should be put unread into a sealed envelope and delivered to the Graduate Program Director, who will redact the first pages (which identify the raters) and then send copies of the redacted assessments to the student and dissertation chair.

### **Procedures for Collecting Learning Outcome Assessments**

1. Before the Defense, the student prints this set of instructions and provides it to the Dissertation Chair, along with a manila envelope that the Chair can later use to submit the completed assessments.
2. The student prepares the assessment forms before the Defense and distributes them to committee members (excluding the Chair) at the beginning of the Defense.
3. Committee members complete the assessment forms during the Defense or at the end. They submit the completed forms at the end of the Defense. The Chair does *not* complete an Assessment Form.
4. The Dissertation Chair ensures that all completed assessment forms are collected at the end of the defense and put into a manila envelope. The Chair make strong efforts to maintain confidentiality – for example, by having committee members put their completed assessments into the manila envelope themselves, rather than having the Chair put the assessments into the envelope for them. Neither the Chair nor the Student should look at or read the completed assessments.
5. After all completed assessments have been put into the manila envelope, the Chair should seal it, sign it, address it to the Graduate Program Director, and put it in the Director's departmental mailbox.
6. After redacting the first pages of the assessments (which identify the raters' names) the Graduate Program director will make a pdf of the redacted outcome assessments and email them to the student and Dissertation Chair.

**EVALUATION BY GRADUATING PH.D. STUDENT  
UTEP PSYCHOLOGY DEPARTMENT**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Thank you for providing feedback and sharing insights that can help us improve the graduate program in psychology. Please answer the following questions by typing in your answers, then scan the completed form as a pdf and email it to the Graduate Program Director (Dr. James Wood, jawood@utep.ed). A blank copy of this form in Word format is available on the Psychology Department website.**

**Please tell us a little about the job(s) you have accepted and/or are seeking.**

**Did your career goals change while you were in the program? If so, what led to these changes?**

**Are there courses that we did not offer that you think would be useful for future students?**

**Do you have any specific recommendations about things we could change (course requirements, non-course requirements, etc.) to make the program better?**

**Are there positive aspects of the program that you consider particularly important or that have been especially valuable to you?**

**Please add any other comments or ideas that you think are relevant.**

TITLE OF THESIS, DISSERTATION OR REPORT, DOUBLE SPACED  
AND CENTERED, ALL UPPERCASE, INVERTED  
PYRAMID FORM

STUDENT'S FULL OFFICIAL NAME, ALL UPPERCASE

Doctoral Program in Psychology

APPROVED:

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Insert Committee Member's Name, Ph.D., Chair

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Insert Committee Member's Name, Ph.D.

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Insert Committee Member's Name, Ph.D.

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Insert Committee Member's Name, Ph.D.

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Insert Committee Member's Name, Ph.D.

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Charles Ambler, Ph.D.  
Dean of the Graduate School

**The following page provides an example  
of how to format the signature page for a dissertation.**

THE EFFECTS OF TASK DEMANDS AND WORD FREQUENCY ON LANGUAGE  
SOURCE ENCODING

ELVA-NATALIA STROBACH ORONoz

Doctoral Program in Psychology

APPROVED:

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Wendy S. Francis, Ph.D., Chair

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Jon Amastae, Ph.D.

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Ashley Bangert, Ph.D.

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Stephen Crites, Ph.D.

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Ana I. Schwartz, Ph.D.

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Charles Ambler, Ph.D.  
Dean of the Graduate School