Prerequisites: No student is permitted to register for thesis credits before having approval by the majority of the full faculty body in compliance with the currently approved program course sequence. This verification must be submitted for full-faculty review the semester before the anticipated enrollment. Moreover, the candidate preparing a thesis enrolls first in Thesis Research course (EPS 589). After the thesis research is completed, the student registers for the Thesis Writing course (EPS 590). Continuous enrollment is required in EPS 590 until successful thesis defense. During Summer enrollment you are only required to enroll in one Summer session. If you are defending in the Summer you must be enrolled in the summer session that you defend.

I. Course Description:
Required of every candidate for the Masters of Arts with emphasis in a school psychology degree, the thesis is a significant contribution of research/scholarship that reflects the beliefs undergirding the degree program as scholar-practitioner, responsible and disciplined inquiry in the candidate's major area of study, and an authentic contribution to the body of literature in School Psychology. The format of the thesis must be acceptable to the Graduate School (Thesis Guide, a manual describing the "Procedure for the Preparation of Master's Thesis and Doctoral Dissertations," is available in the University Bookstore). Thesis should be an independent and original study. That does not mean that it must treat a subject never before considered, but rather that it should treat the subject in an original way based on recommendations embedded in the literature. The final work must be prepared under the guidance of a Thesis Chair and Advisory Committee. The final manuscript must be acceptable in both content and expression, and must be presented in a format consistent with the discipline and the Dissertation Guide.
Thesis Proposal Preparation
The thesis proposal should be prepared in a format that is consistent with the APA style and format. The proposal should address the following topics, in the exact order as shown below. Thesis Guide specifications should be used for margins, etc. The Thesis Proposal Approval Form is to serve as a cover sheet.

Title: The statement of title at this stage of thesis writing may be tentative. However, it should reflect the central purpose of the study in a brief but accurate and comprehensive manner.

Introduction: One or more paragraphs should introduce the reader to the subject of study. The introduction may indicate several of the important sources for the proposed study.

Objectives: The candidate should state clearly the central purpose of the proposed study and the specific objectives to be addressed.

Literature Review: This section should indicate the extent to which the Candidate has become acquainted with the relevant literature and other resources available on the subject. It may also be used to lead into the following section.

Justification / Significance / Contribution: The candidate should justify the proposed research. It should be explained how the study will add to present knowledge and/or modify existing theory or practice in the discipline.

Proposed Methods of Study: This statement should explain how the candidate will undertake the study. Normally, a step-by-step procedure will be necessary. This section of the proposal should address such issues as procedures for the establishment of the study, how the data will be collected, and how the data will be manipulated, including statistical treatments where appropriate. Limitations as to size, time, and other factors should also be detailed. Plans for presentation and publication of the results of the study might also be included here.

References / Bibliography / Literature Cites / References Cited: The sources that the Candidate used should be in appropriate form in this section and cited appropriately in the text of the proposal.

II. Intended learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

The Master of Arts program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply
behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

- Familiarity with the university and American Psychological Association standards, policies and requirements associated with thesis and dissertation development (http://www.sfasu.edu/graduate/108.asp);
- Completion of all tasks that will result in the submission of the Thesis Proposal Approval Form (http://www.sfasu.edu/graduate/documents/thesis-approval.pdf);
- Understand the psychological-emotional-behavioral adjustments involved in the development and writing of theses and dissertations; and
- Successful completion of five-chapter thesis.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:

- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and
other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Program Learning Outcomes:**
The following lists the program learning outcomes addressed in this course as identified in the course matrix for your degree program:

- Familiarity with various models of successful dissertations in the field of psychology;
- Enhancing critical thinking skills in review and critique of literature;
- Enhancing research skills;
- Enhancing technical writing skills;
- Developing specialty in knowledge and application within the field of study;
- Enhancing ability to make effective use of feedback in scholarship activity;
- Knowledge of the process of publication.

**Student Learning Outcomes (National Association of School Psychologists-NASP):**

- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
• School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

• School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Review of the university and APA guidelines for thesis: Chapter 1 (Problem); Chapter 2 (Literature Review); Chapter 3 (Methodology); Chapter 4 (Results); Chapter 5 (Discussion).

2. Documentation of completion and 80% passing score on the online Collaborative Institutional Training Initiative (CITI) training (http://www.citiprogram.org/) on the Office of Research and Sponsored Programs website. The date of the passing score/documentation should occur within the semester of enrollment in EPS 589.

3. Review of selected successful Thesis Exams with critiques that address the issue of diversity within the body of knowledge.

4. Identification of a content area with designated thesis chair that will guide the review of the literature.

5. Selection of the Thesis Committee. The student must submit verification of Thesis Committee paperwork completed and signed by each member: three (3) program faculty members, one (1) non-program, department faculty member, and one (1) non-department faculty member.

6. Comprehensive review of the literature that results in an overview of the literature that establishes a clearly defined rationale for the study leading to the development of a focused research question.

7. The development of a problem-based research question.

8. Working with the Chair and selected committee members in the development and approval of the dissertation proposal that will include the first three chapters of the dissertation.

9. Submission of the IRB application and attending to requested revisions.

10. Attending training in SONA, technology for publicizing study.

11. Data Collection and analyses (Chapter 4).

12. Completion of all five chapters and successful defense of dissertation during the Oral Examination.

13. Attending to committee members’ feedback and timely submission of the final manuscript to the Committee members and Graduate Office.

14. Students will not be allowed to simultaneously enroll in EPS 589 and EPS 590; and enrollment in more than 3 credits of EPS 690/semester will not be approved. It is also noteworthy that enrollment in thesis and dissertation credits is not considered in
calculating full-time enrollment status for the purpose of financial assistance or to maintain eligibility for graduate assistantship.

15. Students are expected to exhibit professionalism through the process. Attached is a rubric to define the expectations as a professional and expert in a body of knowledge.

16. At some point during enrollment in thesis and some point during enrollment in dissertation, students are required to engage in participation in at least another student’s research. Documentation of participation must be provided. This is a requirement that exhibits good citizenship and is to be taken seriously. Because it must be fulfilled at least once during thesis and once during dissertation at no specific designated time, it will not be indicated below. Failure to provide documentation will delay grade submission.

IV. Evaluation and Assessments (Grading)
Prior to initiating the Comprehensive Oral Thesis Defense the Written Comprehensive Assessment must be completed, scored, and approved by the Thesis Director and one other member of the candidate’s thesis committee (see details on following page).

The Thesis Examination Committee is comprised of the members of the Thesis Advisory Committee and the faculty member appointed immediately after approval of the Thesis proposal, as the Graduate School Representative. The Thesis Director serves as chair of the Thesis Examination Committee.

A copy of the final draft or manuscript must be in the hands of each member of the Thesis Examination Committee at least one week prior to the examination. At least one draft must contain original figures and plates in the custody of the Thesis Director.

The Thesis Examination is held at a time and place agreed upon by the graduate student and all members of the Thesis Examination Committee. If the Thesis Examination Committee requires changes or additions to the thesis more extensive than just improvements in language, punctuation, format, or illustrations, approval of the thesis shall be delayed until each committee member has a chance to examine a new draft incorporating the changes.

Thesis Research (Pass/Fail)
Because this is a pass/fail course and the research project is expected to be completed within two semesters, students are cautioned to consider this timeframe in choice of research design and in the overall semester enrollment. Studies that require an extended time commitment should be reserved for dissertation or after completion of the doctoral degree. Failure to complete either of the following requirements indicated below will result in an ‘F’ and re-enrollment will be required. Only through approval by a majority of the full-faculty vote based on student unanticipated life emergencies will exceptions to this rule be allowed (e.g., documented health issues, death, and military deployment).

1. Review of the university and APA guidelines for thesis or dissertation: Chapter 1 (Problem); Chapter 2 (Literature Review); Chapter 3 (Methodology); Chapter 4 (Results); Chapter 5 (Discussion).
2. Documentation of completion and 80% passing score on the online Collaborative Institutional Training Initiative (CITI) training (http://www.citiprogram.org/) on the Office of Research and Sponsored Programs website. The date of the passing score/documentation should occur within the semester of enrollment in EPS 589 and the first semester of enrollment in EPS 690.

3. Review of selected successful theses with critiques that address the issue of diversity within the body of knowledge.

4. Identification of a content area with designated thesis chair that will guide the review of the literature.

5. Selection of the Thesis Committee. The student must submit verification of Thesis Committee paperwork completed and signed by each member: three (3) program faculty members, one (1) non-program, department faculty member, and one (1) non-department faculty member.

6. Comprehensive review of the literature that results in an overview of the literature that establishes a clearly defined rationale for the study leading to the development of a focused research question.

7. The development of a problem-based, research question.

8. Working with the Thesis Chair and selected committee members through no less than bi-weekly contacts in the development and approval of the dissertation proposal that will include the first three chapters of the thesis. An outline for each chapter must be submitted to the Chair for feedback and approval prior to chapter development.

9. Committee members must be allowed no less than two full weeks to review for feedback prior to the end of the semester enrolled.

VI. Additional Requirements


LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid. If purchasing LiveText for the first time, completion of the *My Cultural Awareness Profile (MCAP)* found within their LiveText account is required. Students should complete the MCAP within the first month of long terms and within the first week of summer session.

VII. Course Evaluations:

Part of the academic culture and student responsibility is to engage in the course evaluation process, which provides faculty members with opportunity to receive students’ feedback about points of strengths and areas for improvement. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program
improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. The PCOE faculty body is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. The instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Attendance: Regularly scheduled face-to-face contact and submission of completed required paperwork as determined by Thesis Chair/Instructor are required. Enrolled students should have no less than bi-weekly contact with the Thesis Chair during the semester of enrollment. This contact may be direct meeting during office hours, e-mail communication, providing update, or telephone communication.

Once again, it is critical that students MUST commit to continuous enrollment in thesis and dissertation credits once enrollment is started, including each summer session. This is university policy that is required of all graduate and doctoral-level students. Students who fail to do so will be considered as ‘not in good standing’. In such cases where it is un-avoidable, students are encouraged to submit a letter of request for a leave of absence that indicates an anticipated date of re-enrollment when use of university resources will once again resume.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your
own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

The Dissertation Chair and Committee are to serve only as guides in manuscript organization, clarifying research design, analyses, and in raising critical questions about ‘holes’ in the organization, interpretation of data, and reasoning reflected in the manuscript. Enrollment is graduate programs assumes effective written communication. Although the Chair shall assist in typical editorial feedback for overall manuscript improvement and compliance to APA-style guidelines, the responsibility for attending to issues related to grammar, sentence structure, and paragraph organization resides solely with students. Students are strongly encouraged to consult with the writing skills center to attend to persisting issues in this domain for which faculty are not responsible.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

According to the specifications indicated above, where indicated, a grade of WH will serve as a holding grade until the final grade is assigned about submission of the manuscript and a successful Oral Defense in the presentation of a committee of faculty.

Continuous enrollment is required and grades of WH shall be assigned each semester until a faculty committee-approved oral defense is completed. For example, students might be required to enroll in a total of six (6) credits of thesis, three (3) each semester of an academic year (Fall, Spring).

During the semester of the approved oral defense, the instructor of record shall complete the grade change form to change the WH to the letter grade that reflects the quality of the final written product and the oral defense.

**Acceptable Student Behavior**

Graduate student behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, and must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

**IX. Other Relevant Course Information:**

Based on university policy, continuous enrollment in thesis and dissertation hours is required until the total number of hours has been completed. Consequently, it is important that students enroll in the number of credits that most accurately reflect the anticipated time commitment and task completion. In the School Psychology Masters program a minimum of 6 hours to thesis and in the doctoral program a minimum number of 9 hours must be committed to dissertation; however, failure to engage in successful completion of the thesis or dissertation with an oral defense of the manuscript will require enrollment in additional credits of independent study until
completion. Students who are unable to complete the thesis/dissertation within the 6- and/or 9-credit rule WILL be required to enroll in a number of credits that exceed the total number of program-required credits. When a WH is assigned, the final grade, determined by the Chair of the thesis/dissertation with contribution from the selected committee, will not be assigned until after the successful Oral Defense and submission of the feedback-based manuscript.

By the date indicated in the current Graduate Bulletin, the candidate must submit to the Graduate School:

1. Four copies of the thesis/dissertation in final form, incorporating all suggestions and corrections by the candidate's Advisory Committee;
2. A completed Application for Thesis/Dissertation Examination, which should be submitted at least two weeks before the proposed date of the Oral Defense;
3. Receipt for payment of fees to the University library for binding, shipping and microfilm reproduction.

Not later than the date specified in the current graduate catalog, the candidate for the Ph.D. degree must pass the Final Thesis/Dissertation Oral Defense, conducted by the student's Examination Committee after each committee member has had time to examine the dissertation. Other interested faculty members may attend the examination without vote. The thesis/dissertation and student's performance on the final oral examination must be approved by a positive vote of at least three-fourths of the voting examiners.

After the Final Examination, the Examination Committee will complete the Report of the Thesis/Dissertation Examination. Following passage of the Oral Defense, the four copies of the thesis/dissertation signed by the committee will be presented with the Report of the Thesis/Dissertation Examination for the approval of the Dean of the Graduate School. The Report of the Thesis/Dissertation Examination, when signed by the Examination Committee, is the committee's guarantee that the candidate has completed the work assigned by the committee; passed all examinations required by the department, including the final orals; completed a dissertation that reveals creditable literary workmanship, independent investigation in the candidate's major area of study, and is itself an original contribution to scholarship; and submitted for publication in Dissertation Abstracts an abstract approved by the committee.

**English Proficiency.** A candidate for the Masters degree must be able to use spoken and written English to the satisfaction of the Advisory Committee. The student deficient in such usage must take additional course work or other steps the Advisory Committee recommends. Application for the M.A. in School Psychology must be filed in the Graduation Office by the deadline indicated in the current Graduate Bulletin. A student must be formally registered at SFA for the semester or summer session in which the degree is conferred.
## Professionalism Assessment Instrument

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

Candidate Name: ____________________  Committee Member: ____________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance and contact</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with committee members and other professionals</td>
<td>Open and responsive to recommendations for revision and suggestions</td>
<td>Follows through on recommendations for revision and suggestions</td>
<td>Rejects or ignore recommendations for revision and suggestions</td>
</tr>
<tr>
<td>Presents self professionally and appropriately</td>
<td>Always presents professionally</td>
<td>Most of the times presents professionally, but is sometimes inappropriate</td>
<td>Seldom presents professionals</td>
</tr>
<tr>
<td>Demonstrates collaboration with committee members</td>
<td>Respects others; participates in discussion; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared meetings</td>
<td>Takes initiative and asks for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Products are late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically in the research process</td>
<td>Consistently maintains confidentiality and respects the research process in standards</td>
<td>Maintains confidentiality and respects and responds positively to feedback for correction</td>
<td>Engages in gossip; derides requirements and standards</td>
</tr>
<tr>
<td>Uses appropriate language in and writing skills</td>
<td>Set an example for correct grammar</td>
<td>Understands limitations in grammar and general writing; seeking support</td>
<td>Shows no awareness of written communication limitations and expects others to correct</td>
</tr>
<tr>
<td>Models openness to multiple perspectives</td>
<td>Models tolerance and acceptance by anticipating multiple perspectives and associated implications</td>
<td>Listens makes needed modifications as directed</td>
<td>Dismisses feedback; does not address viewpoints that are not congruent with personal viewpoints</td>
</tr>
<tr>
<td>Shows enthusiasm an interest in expertise</td>
<td>Maintains high engagement and interest in presenting materials</td>
<td>Is interested and interesting in teaching and learning</td>
<td>Shows little to no efficacy in organization and presentation of materials</td>
</tr>
</tbody>
</table>
STEPHEN F. AUSTIN STATE UNIVERSITY
APPLICATION FOR THESIS EXAMINATION

Name_____________________________________ Date ____________________

Graduate Major School Psychology                               Degree Sought Master of Arts

Title of Thesis:

This will certify that the above-named student has been approved to be examined over the above titled exhibition.

Date requested for the exam: _______________

Time: _________________________          Bldg. and Room: __________________

Signature of:

Thesis Director                          Signature                          Date Approved

Committee Member                         Signature                          Date Approved

Committee Member                         Signature                          Date Approved

Graduate School Representative          Signature                          Date Approved