Stephen F. Austin State University  
Perkins College of Education  
Department of Human Services and Educational Leadership  
SPSY 5133: Thesis Research  
Fall 2021

Instructor(s):  
Luis Aguerrevere, Ph.D.  
Nina Ellis-Hervey, Ph.D.  
Daniel McCleary, Ph.D.  
Elaine Turner, Ph.D.  
Jaime Flowers, Ph.D.

Course Time & Location: TBA  
Credits: 3 credit hours

Contact Information:
Instructor: Daniel McCleary, Ph.D., NCSP, LSSP, LP  
Office: Human Services 215  
Office Phone: (936) 468-3940  
Other Contact Information: NA

Pronouns: He/Him/His  
Office Hours:  
M: 8:00-10:30  
W: 8:00-10:30  
Credits: 3  
Email: mcclearydf@sfasu.edu

I. Prerequisites: Permission of major professor.

II. Course Description:
A master thesis is required for partial fulfillment of the degree. This reflects an original, scholarly contribution to the research literature relevant to school psychology and child and family issues. Students will work closely with the chair of their supervisory committee to formulate thesis ideas. Required of every candidate for the Doctor of Philosophy 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 Master Thesis," is available in the University Bookstore).

1 credit minimum/variable up to 6 credits; a minimum total of 12 credits.

At a minimum, students will enroll in three consecutive semesters/terms for the thesis proposal/prospectus and the thesis oral defense which must be scheduled in two different semesters/terms. Students must register for at least one credit each fall/spring semester and summer term; must maintain continuous enrollment until the thesis is successfully defended, corrected/adjusted according to the committee’s will, and submitted to the Office of Research and Graduate Studies; and must accumulate a minimum of 12 credit hours.
SPSY 5133 Thesis Writing

SPSY 5133 Thesis Writing is classified as thesis (as opposed to lecture, seminar, lab, practicum), meaning that the only focus of the credit is the independent, but guided work on the master thesis. For each credit hour, students should expect to spend at least 45 hours/15 weeks fall or spring semesters or 45 hours/10 weeks summer term.

Candidates are required to maintain contact with the committee chair EVERY enrolled long semester and summer term. The format of the thesis must be acceptable to the SFA Office of Research and Graduate Studies. Please refer to the most current version of the School Psychology Handbook for specific information.

**Intended learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

- Students must formally contact the thesis chair at least twice each semester/term to document engagement and to report progress
- Adhere to all Office of Research and Graduate Studies’ deadlines ([http://www.sfasu.edu/graduate/83.asp](http://www.sfasu.edu/graduate/83.asp))
- Apply for Graduation prior to the semester in which you plan to schedule the thesis oral defense ([http://www.sfasu.edu/graduate/109.asp](http://www.sfasu.edu/graduate/109.asp))
- Prepare the thesis in a format that is consistent with APA style and format; see the SFASU School Psychology Program Thesis Handbook (most current version) for margins and other format requirements
- Complete the Collaborative Institutional Training Initiative (CITI) training ([http://www.sfasu.edu/researchcompliance/107.asp](http://www.sfasu.edu/researchcompliance/107.asp)) on the Office of Research and Sponsored Programs website. CITI training may be completed prior to the Proposal meeting.
- Comprehensive literature review
- Develop of a problem-based, research question(s)
- Develop a proposal/prospectus document, generally consisting of the first three chapters of a five or more chapter format: Introduction; Review of the Literature; Research Design & Methodology
- Schedule the formal proposal/prospectus presentation; present/defend the proposal/prospectus; accept and refine the proposal/prospectus based on the chair and committee comments and requests; revise the proposal/prospectus; submit the revised and polished document within two weeks following the oral defense
- Preparation of the IRB application. Submit the applicable CITI Training Completion Certificate with your IRB application ([http://www.sfasu.edu/researchcompliance/103.asp](http://www.sfasu.edu/researchcompliance/103.asp))
- With submission of the proposal/prospectus and IRB approval, begin data collection and analyses
- Develop a comprehensive and coherent discussion section
- Complete thesis manuscript
- Schedule the formal oral defense of thesis; present/defend the thesis; accept and refine the thesis based on the chair and committee comments and requests; revise
the thesis; submit the revised and polished document according to Office of Research and Graduate Studies’ deadlines for graduation

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

- **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.

**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.
II. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. The Thesis should be prepared in a format that is consistent with the APA style and format. Thesis Guide specifications should be used for margins, etc.

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

3. 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.

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

5. Identification of a content area with designated Thesis chair that will guide the review of the literature.

6. 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 faculty member.

7. 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.

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

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

10. Data Collection and analyses (Chapter 4).

11. Developing a comprehensive and coherent discussion section (Chapter 5)

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

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

III. 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-attached rubric).

I. TEXT AND MATERIALS

Required Texts:


II. 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.

III. 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 master-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](http://www.sfasu.edu/policies/academic_integrity.asp)

**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.

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 electronic, classroom, labs, discussion groups, field trips, etc. 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.texas.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. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or master 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 master program a minimum number of 9 hours must be committed to thesis; however, failure to engage in successful completion of the thesis or dissertation with an oral defense of the
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 thesis 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 Thesis Abstracts an abstract approved by the committee.

**Note.** The Thesis 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.
English Proficiency. A candidate for the Master 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 coursework 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.

Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Manuscript Grading Rubrics

Name:

**Technical requirements**  /10

<table>
<thead>
<tr>
<th>Technical Usage</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
</table>
| 1. Inappropriately chooses lay terminology when technical terminology is appropriate.  
2. Uses technical terminology incorrectly. | 1. Generally makes the appropriate choice of lay language or technical language.  
2. Uses technical terminology correctly. | 1. Technical language or lay language is appropriately selected.  
2. Usage is precise, appropriate, parsimonious and enlightening. |

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammatical errors substantially detract from the communication.</td>
<td>1. Grammatical errors are minimal and do not detract from the communication.</td>
<td>1. The document is free of grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling, punctuation, or format errors are abundant.</td>
<td>1. Minimal spelling, punctuation, or format errors.</td>
<td>1. No spelling, punctuation, or format errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
</table>
| 1. Inappropriate references.  
2. Many errors in the form of citations in either the body or the reference section.  
3. Many references in the body not cited in the reference section and vice versa. | 1. Citations are appropriate, although not ideally matched to the content of the paper.  
2. A few incorrect citations are noted in either the body or the reference section.  
3. A few citations in the body do not match those in the reference section. | 1. Citations are appropriate to the content of the paper in breadth, depth, and currency.  
2. Citations are correctly cited in both the body and the reference section.  
3. Citations match in the body and in the reference section. |

**Content**  /20

<table>
<thead>
<tr>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
</table>
| Content/Focus | 1. Sources of ideas are inadequately documented.  
2. No evidence of purpose or direction. Unclear theme.  
3. Tables, figures and Appendices are not used correctly.  
4. Ideas are not coherent in all the sections.  
5. There is no link between the sections of the manuscript | 1. Sources of ideas are mostly documented, some inferences needed.  
2. Purpose and direction discernable. Theme is clear and partially limited.  
3. Tables and figures and Appendices are used correctly but are not explained in text  
4. Ideas are coherent but are not related to the hypotheses, results and conclusions.  
5. There is a link between the sections of the manuscript but there is limited explanation about this link. | 1. Sources of ideas clearly documented for further research.  
2. Clear purpose and direction. Theme captures readers attention and sustains the paper.  
3. Tables and figures and Appendices are used correctly  
4. Ideas are coherent and are related to important areas of the study.  
5. There is a link between the sections of the manuscript and explanation about this link. |

**Interest/Communication/Creativity /10**

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
</table>
| 1. Presentation is illogical, disordered.  
2. Inferences are unsupported by evidence.  
3. Ideas are presented without attention to synthesis. | 1. Logical, orderly presentation is apparent.  
2. Inferences are supported by evidence.  
3. Effort is made to synthesize ideas from different sources. | 1. The writing is logical, orderly, internally consistent, and well developed. Elegant.  
2. Inferences are well supported by evidence.  
3. Ideas are well synthesized, following an established outline. |

<table>
<thead>
<tr>
<th>Communication</th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
</table>
| 1. Word choice is inappropriate. Informal, stilted, arcane, or idiosyncratic.  
2. Incoherent organization fails to lead to the intended conclusion.  
3. Lack of awareness of readers perspective. | 1. Word choice is acceptable for the intended audience.  
2. Generally good although obvious organization.  
3. Shows awareness of readers perspective.  
4. Sentences and paragraphs relate to each other, though | 1. Words are well chosen. Scholarly expository style  
2. Organization is so excellent as to be unnoticed.  
3. Appreciation of readers perspective is obvious.  
4. Writing is flowing and easy to follow. |
<p>| | | |</p>
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<tbody>
<tr>
<td></td>
<td><strong>4. Poorly formed sentences and paragraphs, with many awkward passages.</strong></td>
<td><strong>5. Heavy reliance on quotations or paraphrasing.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>connections are occasionally remote or obscure.</strong></td>
<td><strong>5. Original writing supported with occasional quotations, paraphrasing.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5. Limited quotations and paraphrasing well integrated with original writing.</strong></td>
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</tbody>
</table>
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>

Uses technology Consistently uses Adheres to university Abuses or does not use appropriately computers and guidelines technology inappropriately appropriately
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Major School Psychology</td>
<td>Degree Sought: Doctorate of Philosophy</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Thesis Director</th>
<th>Signature</th>
<th>Date Approved</th>
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<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Signature</th>
<th>Date Approved</th>
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<th>Committee Member</th>
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<tr>
<th>Graduate School Representative</th>
<th>Signature</th>
<th>Date Approved</th>
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