A NOTE TO STUDENTS:
The information contained in these appendices is only here to offer further guidance and convenient reference to various documents—you are not required to read these sections, but encouraged to do so.
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APPENDIX A: WRITING A THESIS

In this appendix, you will find some recommended reading to help your thesis, a basic calendar of how work on your thesis should progress, a rough outline of what each section in the thesis proposal and final report should entail, and other general bits of advice about research and writing scattered throughout.

Why are there so many guidelines?

These guidelines are prepared to assist master’s students in the College Student Development program at Oklahoma State University in the writing process of their master’s theses. The final authority in making decisions about your thesis is your advisory committee, as led by your advisor/chair. Your committee will decide at your proposal meeting whether you can proceed with your thesis, and at your defense meeting whether you have passed the oral defense requirement, whether the document is sufficient to meet the requirements of the program, or what revisions are required to achieve that standard. Your chair will make most decisions and will consult the guidelines here, in your manual, on the Graduate College website, and with you in making most decisions. These guidelines should help you as you go about the process of writing a thesis. If your chair or your committee believes it is in the best interest of your thesis to set aside these guidelines on a particular matter, they may do so.

How To Navigate Formatting Issues

Your thesis should be written in the format described in this manual. You should also follow the current style guide of the American Psychological Association (APA). If the two conflict, follow this style guide. When in doubt, consult your chair.

How To Navigate Enrollment Issues

As stated before, usually you will take 3 hours of thesis during each of your last two semesters at OSU. However, this is not always feasible, and there are exceptions. In the past, students have taken 6 hours of thesis during their final spring semester. While this is not ideal, it can be done. HOWEVER, it is unlikely you will graduate on time if you leave all the work of a thesis to the semesters you are taking the class. Theses take much time and some students find that even two semesters is not enough.

Recommended Reading

One book that comes highly recommended, that will likely save you time and that if used will make your thesis* a much better product (hint: order this now) is:


*Though written for dissertations, the advice in it applies to those writing theses as well.
A (Suggested) Thesis Timeline

Here is a rough, non-exhaustive list of things you will need to do for your thesis:
(Remember, the Graduate College has deadlines, which are available here:
http://gradcollege.okstate.edu/graduate-college-academic-calendar. It is YOUR
responsibility to familiarize yourself with these deadlines and to ensure that you
meet them. Keep in mind, though, that your advisory committee will expect you to
fulfill the requirements for the degree before you are allowed to graduate. Do not
push your committee to ensure that you graduate by some deadline that you’ve set
for yourself. Rather, focus on starting the process early enough, and working
diligently enough at every turn so that you are able to meet your committee’s
expectations and thereby graduate “on time” based on whatever goals you have set
for yourself. Meeting this goal is YOUR responsibility, not that of your
advisor/committee)

<table>
<thead>
<tr>
<th>Approx. Dates</th>
<th>Step</th>
<th>What you should be doing/should have done…</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2015</td>
<td>1.</td>
<td>Determine a content area or areas that interest you.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Explore the literature of that area of interest using several databases (<a href="http://www.scholar.google.com">www.scholar.google.com</a>, PsychInfo, Sociological Abstracts).</td>
</tr>
<tr>
<td>March 2015</td>
<td>3.</td>
<td>Possibly write a paper about that area in a class you are taking such as Research Methods or Student Development Theory.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Discuss possible topics with your thesis chair. Also, do the IRB training online at <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a></td>
</tr>
<tr>
<td>April 2015</td>
<td>5.</td>
<td>Choose a topic area for your thesis that is specific to a content area or areas and begin to formulate a research question (i.e. topic area = student involvement and year in school; beginning of research question = To what extent does a student’s year in school impact their level of involvement in student organizations?).</td>
</tr>
<tr>
<td>June 2015</td>
<td>7.</td>
<td>Write a literature review about your topic, which will end up being the bulk of chapter 2. This may include parts of the paper mentioned in #3. Refine your research question in line with available research.</td>
</tr>
<tr>
<td>July 2015</td>
<td>8.</td>
<td>Select committee members in consultation with your chair.</td>
</tr>
<tr>
<td>August 2015</td>
<td>9.</td>
<td>Write the rest of your proposal – finish chapter 2, write chapters 1 and 3. When you finish drafts of each chapter, give to your chair for comments. As with everything, be sure to consult with your chair about choosing the methodology for your study.</td>
</tr>
<tr>
<td>September 2015</td>
<td>10.</td>
<td>Exchange drafts back and forth with your chair until your chair decides that it is ready to be defended. Once it is ready, <strong>schedule a date to defend the proposal.</strong> Deliver the proposal to your committee 10 days prior to the defense.</td>
</tr>
<tr>
<td>Approx. Dates</td>
<td>Step</td>
<td>What you should be doing/should have done...</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>November 2015</td>
<td>11.</td>
<td>While you are waiting for the defense date, begin completing the IRB forms for your study. Do not, under any circumstances file your IRB paperwork before your study is approved by your committee. There will likely be changes to your study.</td>
</tr>
<tr>
<td>December 2015</td>
<td>12.</td>
<td>Present your thesis proposal to your committee. Prepare a 10 minute presentation that briefly states your research question, a review of your literature, your participants, the variables you will measure, how you will measure them, and how your study is significant (so what!). Prepare to take questions for the next 80 minutes or so about your study from your committee.</td>
</tr>
<tr>
<td>January 2016</td>
<td>13.</td>
<td>Your committee will decide either that you pass your defense with required revisions or that you do not pass. If you do not pass, your committee will state what needs to happen from there. If you pass, you then proceed to write revisions to your proposal. The committee can either request to see these revisions before you proceed with your study, have your chair review the revisions before you proceed with your study, or have you continue with your study and ask that you complete the revisions to be submitted at your final defense.</td>
</tr>
<tr>
<td></td>
<td>15.</td>
<td>You will likely have to submit revisions to your IRB materials. Submit revisions. Wait.</td>
</tr>
<tr>
<td></td>
<td>16.</td>
<td>Hopefully receive approval from the IRB. Begin collecting data.</td>
</tr>
<tr>
<td>March 2016</td>
<td>17.</td>
<td>Analyze data and write chapters 4 and 5.</td>
</tr>
<tr>
<td></td>
<td>18.</td>
<td>Run drafts by your chair. Revise until your chair says you are ready to defend it.</td>
</tr>
<tr>
<td></td>
<td>19.</td>
<td>Once you are ready, schedule a defense date.</td>
</tr>
<tr>
<td></td>
<td>20.</td>
<td>Give copies of your thesis to your committee 10 days in advance of the defense.</td>
</tr>
<tr>
<td></td>
<td>21.</td>
<td>Present your thesis to your committee in 10 minutes. Highlight the literature, research questions, hypotheses, method, findings, conclusions and limitations.</td>
</tr>
<tr>
<td></td>
<td>22.</td>
<td>Prepare for 80 minutes of questions from your committee.</td>
</tr>
<tr>
<td></td>
<td>23.</td>
<td>Your committee will either pass you with revisions or state that you do not pass.</td>
</tr>
<tr>
<td>April 2016</td>
<td>24.</td>
<td>If your committee passes you with revisions, complete your revisions. Your committee may want to see your...</td>
</tr>
</tbody>
</table>
Approx. Dates | Step | What you should be doing/should have done...
--- | --- | ---
↓ | revisions before giving you a final pass, or they may leave this to the discretion of your chair.
↓ | **25.** Turn in necessary paperwork to the Graduate College. There are several forms. See secretary in the Graduate College to make sure you have them all. This can at times be nit picky and a little bit frustrating, but you will get through it.
↓ | May 2016 (GRADUATION!)
↓ | **26.** (optional but highly encouraged!) Discuss the potential of presenting and publishing your thesis results with your thesis chair and if your results seem sharable with the scholarly community, establish a plan for moving forward.

What You Actually Write
This section is roughly organized in order of how each section will appear in the final report. This order can change, and you should talk with your chair if you feel that your topic/design/etc. would be better served using a different order of presentation of these sections.

REMEMBER – Use the Graduate College’s template to type your thesis!

THE PREAMBLE SECTIONS

TITLE PAGE
See the thesis template from the Graduate College for the format of a title page.

SIGNATURE PAGE
See the thesis template from the Graduate College for the format of a signature page.

ACKNOWLEDGEMENTS
It is customary to acknowledge people who have assisted you with your thesis in this section. Some people choose to thank people in this section who have helped them to get to where they are at this point in their educational career and/or to this point in life. It is your thesis. Go with it, within reason (a page or two is OK, three is a little long, beyond that is excessive).

TABLE OF CONTENTS
See the thesis template from the Graduate College for the format of a Table of Contents.

ABSTRACT
Your abstract should be no more than one page long (seriously; you will have to do it over if it is longer) and should summarize the topic, research questions, findings and conclusions of your study. Be sure to use OSU guidelines for formatting this page, allowing a place for your chair’s signature. When you finish your thesis, you will need to turn in two copies of this abstract in to the Graduate College on OSU thesis bond paper for university records.
CHAPTER I: INTRODUCTION
The introduction to your thesis is a short chapter of approximately 7-10 pages or take a couple pages. The opening paragraphs should introduce the topic of your study in a way that sets the context for the issue or problem – why should people care about your topic?

PURPOSE OF STUDY
This section briefly describes what you are researching and what you hope to accomplish by conducting your study.

RESEARCH QUESTIONS
These are the specific questions you seek to answer in your thesis. For example, “What is the relationship between the number of academic support sessions attended by sophomore women and their GPA?”

HYPOTHESES (IF QUANTITATIVE)
If you are doing a qualitative study, you will not have hypotheses. If you are doing a quantitative study, state them here. If you have a research basis for hypothesizing the relationship among variables, you can consider a directional hypothesis in consultation with your chair. If you do not, state your hypothesis as a null hypothesis, for example, “There will be no significant difference between men’s and women’s development along Chickering’s vectors after being exposed to a program on developing purpose.”

SIGNIFICANCE OF STUDY
Establish a rationale for why your study is significant to research and/or practice. Will your study help us understand whether a program, policy, or practice should be used or improved, will it support the validity of a theory, could it confirm or question the results of prior studies? Why is your study important?

LIMITATIONS OF STUDY
In what ways is your study incomplete? In what ways could it be/have been improved? How is it limited? In what ways could the study’s generalizability be improved or could it be more thorough?

DEFINITION OF TERMS
In this section, state how you define concepts of central importance to your study, particularly those terms that can have different meanings depending upon the context.

SUMMARY
Write a brief summary at the end of Chapter 1.

CHAPTER II: REVIEW OF LITERATURE
You will likely find that it is best to write this chapter first. Once you understand the research available in an area, you are better able to determine the research questions you want to ask and design an appropriate study. In this review of the
literature, you will want to be fairly exhaustive, focusing mostly on the research published during the last 10 years.

Depending upon your areas of inquiry, there may be a massive quantity of research available on the area you want to study, or there may be little available on the specific area of research you want to do. Your review of the literature will begin with a broad look at the area in question and narrow to a more specific focus. Reviews of research and theory that are broad deserve a cursory look; research more directly related to your research question will necessitate a much closer look. If your topic doesn’t have as much available research, you may have to go broader in your literature review; if more is available, your review may be more specific.

Be sure to include subject headings throughout your literature review to help guide your reader. Conclude your literature review with a summary.

The book mentioned earlier, Surviving your dissertation: A comprehensive guide to content and process by Rudestam & Newton (2007), provides great advice for writing a literature review. Many textbooks on research methods also have strong chapters on how to write a literature review.

**CHAPTER III: METHODOLOGY**

Begin the methodology section with an introductory paragraph providing an overview of the chapter.

**DESIGN OF STUDY**

State the purpose of your study. Next, state the methodology you are using (correlational, causal comparative, experimental, phenomenological, etc.) and state why it is appropriate for your study; include benefits and limitations.

**PARTICIPANTS**

Describe who it is that you will be/have studied in detail. If a quantitative study, be sure to include the response and/or participation rate in your sample relative to the population. Describe how you selected your participants (convenience sample, random sample, etc.) and how participants were treated throughout your study.

**MATERIALS**

Describe the questionnaires, surveys, open ended questions, research protocols, and/or whatever other means you have of collecting information and/or data for your study. If quantitative be sure to include information about the reliability and validity of your instruments. If qualitative, include information about the trustworthiness of your methods.

**PROCEDURE**

How did you collect the data in your study? How were the data analyzed or coded? Be detailed enough so that your study could be easily replicated by another researcher.
CHAPTER IV: RESULTS/FINDINGS
For a quantitative thesis, the results chapter should be structured around your research question(s). For a qualitative thesis your findings chapter should be structured on the themes that emerged from your data. If a quantitative thesis, you will likely need at least one table or figure for each research question.

For examples of good results or findings sections, you might want to check a recent issue of the Journal of College Student Development or a thesis recommended by your chair.

CHAPTER V: DISCUSSION
The discussion section should begin with a paragraph restating the purpose of the study.

Next, state the meaning, in clearly understandable terms, of what your results mean. Discuss the extent to which your study confirms or disconfirms the research you cited in your literature review by citing specific studies and specific relationships between those studies and your own. Provide a detailed description of the meaning of your results.

Discuss the limitations of your study. What could you have done differently? How could the study be made better?

Provide recommendations for future research and recommendations for practice. Your recommendations for practice are most likely to be for student affairs administrators.

Offer conclusions based on your results that are based on the outcomes you discovered in the data you collected and the results that emerged. Summarize what you studied, the design, what you found, and what it means.

REFERENCES
Use the current APA style manual to list the references cited within your thesis. Before you present your proposal and your final thesis, be sure to go through and check that every citation within your paper has a reference at the end, and be sure that every reference at the end is cited within the paper.

APPENDICES
Attach documents relevant to your thesis as appendices. For example, include surveys, interview questions, the consent form, and any other information pertinent to your study that seems appropriate to attach.
## APPENDIX B: POTENTIAL COMMITTEE MEMBERS

The following faculty members are just a few of the potential committee members based on their areas of expertise and familiarity with our field. For more information, consult with your chair.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Research Interests &amp; Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy Bailey</td>
<td>Social Foundations</td>
<td>Gender and race studies, Qualitative research methodologies, Theoretical foundations of inquiry, and the History of education</td>
</tr>
<tr>
<td>Laura Barnes</td>
<td>REMS</td>
<td>Multi-level construct measurement, Psychometric Theory</td>
</tr>
<tr>
<td>Lee Bird</td>
<td>CSD</td>
<td>Legal Issues, Leadership of Student Affairs Divisions, Crisis Management</td>
</tr>
<tr>
<td>Denise Blum</td>
<td>Social Foundations</td>
<td>Qualitative research, Anthropology, Comparative education and Latin American studies.</td>
</tr>
<tr>
<td>Matt Brosi</td>
<td>HDFS</td>
<td>Application of feminism in family science and clinical work, Couple and family therapy training processes, Intrapersonal value and belief systems influence on interpersonal relationships, Qualitative research methodology</td>
</tr>
<tr>
<td>Barbara Carlozzi</td>
<td>SAHEP</td>
<td>Dialectical Construction of Human Development, Emotion Research, LGBT Issues, Resiliency</td>
</tr>
<tr>
<td>Yoonjung Cho</td>
<td>SAHEP</td>
<td>Educational Psychology, human motivation</td>
</tr>
<tr>
<td>C. Robert Davis</td>
<td>Special Education</td>
<td>Special Education, Law, Athletics, Assessment</td>
</tr>
<tr>
<td>Dale Fuqua</td>
<td>REMS</td>
<td>Construct Psychology, Organizational Behavior, Spirituality and Personality, Quantitative Research Methods</td>
</tr>
<tr>
<td>Ed Harris</td>
<td>School Administration</td>
<td>Organizational theory, international comparative perspectives</td>
</tr>
<tr>
<td>Kerri Kearney</td>
<td>Higher Education</td>
<td>Psychometrics, Performance Evaluation, Organizational Theory, Personality</td>
</tr>
</tbody>
</table>

Website: [http://education.okstate.edu/kkearney](http://education.okstate.edu/kkearney)
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Research Interests &amp; Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jam Khojasteh</td>
<td></td>
<td>Quantitative research methodology</td>
</tr>
<tr>
<td>Bernita Krumm</td>
<td>School Administration</td>
<td>Cultural issues, Education law, Leadership and school administration, Native American education, School counseling</td>
</tr>
<tr>
<td>Jesse Mendez</td>
<td>Higher Education</td>
<td>History of higher education, Legal issues in higher education, Politics of education, Social Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website: <a href="http://education.okstate.edu/jmendez">http://education.okstate.edu/jmendez</a></td>
</tr>
<tr>
<td>Bridget Miller</td>
<td>SAHEP</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>Mwarumba Mwavita</td>
<td>REMS</td>
<td>Retention and drop-out of students; college success; motivation; quantitative studies- Experimental (ANOVA); Regression; Multilevel and Evaluation methodologies.</td>
</tr>
<tr>
<td>Tami Moore</td>
<td>Higher Education</td>
<td>Civic engagement, postsecondary access, student success, the impact of college on students and their communities, diversity, qualitative methodologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website: <a href="http://education.okstate.edu/tmoore">http://education.okstate.edu/tmoore</a></td>
</tr>
<tr>
<td>Steve Wanger</td>
<td>Higher Education</td>
<td>Academic program development, International higher education, Student success, The leadership of change, Higher education finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website: <a href="http://education.okstate.edu/swanger">http://education.okstate.edu/swanger</a></td>
</tr>
<tr>
<td>Carrie Winterowd</td>
<td>SAHEP</td>
<td>Anger, Attachment, Core beliefs, Group counseling, Multicultural issues including American Indian/Native American issues, Resilience</td>
</tr>
<tr>
<td>Guoping Zhao</td>
<td>Social Foundations</td>
<td>Anthropology and education, Comparative and international education, Cross-cultural studies, History of education, Philosophical studies of education, Theoretical foundations of inquiry</td>
</tr>
</tbody>
</table>
APPENDIX C:
GRADUATE COLLEGE THESIS GUIDELINES

The College Student Development (CSD) program at Oklahoma State University follows the guidelines of the Graduate College Thesis guidelines, except in cases where the CSD program has selected to make more specific requirements.

Some Very Useful Information

You MUST consult that Graduate College website for their thesis guidelines! Their website is as follows:
http://gradcollege.okstate.edu/tdg

UNIFORM STANDARDS

These Graduate College Thesis/Dissertation guidelines provide uniform standards for material included in theses and dissertations that are submitted by graduate students in partial fulfillment of the requirements for ’s and doctoral degrees.

MARGIN GUIDELINES

Since all theses and dissertations at OSU are submitted electronically, the Graduate College no longer requires strict adherence to the margin requirements for the body of the document. However, it is strongly recommended that the margin guidelines in the accompanying templates and description be followed if there is a need or desire to print and/or bind a copy of the document now or in the future.

THESIS TEMPLATES

The author is strongly encouraged to use the available templates when he/she begins the formation of the thesis/dissertation. The templates are format approved for both online submission and bound printed copies. Approved template formats are available in Microsoft Word® and LaTex. They can be found at:
http://gradcollege.okstate.edu/content/thesis-and-dissertation-templates

The Graduate College recognizes that style varies from discipline to discipline, and the author is encouraged to follow the accepted style used in publications in his/her discipline. In the event the department does not have a suggested style to follow, students should maintain style consistency throughout their document.

ADDITIONAL THESIS SUBMISSION REQUIREMENTS

The Signature (Approval) Page

One approval page, with original advisory committee signatures on plain white paper, must be submitted to the Graduate College. (Because there are no committee signatures on the electronic document this page serves as the documentation of the research committee’s approval of the thesis/dissertation.) This paper should have the Student Name and CWID number typed at the top of this paper copy in 14 point font. A template can be found here:
http://gradcollege.okstate.edu/content/thesis-and-dissertation-templates
Abstract
Two abstracts, printed on OSU thesis bond paper and signed by the thesis/dissertation advisor, must be submitted to the Graduate College. The format must adhere to the approval OSU guidelines. These abstracts will be used for the university's records. OSU thesis bond paper is available at the OSU Bookstore in the Union. A template can be found here: [http://gradcollege.okstate.edu/content/thesis-and-dissertation-templates](http://gradcollege.okstate.edu/content/thesis-and-dissertation-templates)

Human Subjects Research Training
According to the Graduate College Website,

*Federal policy requires that ALL research involving human subjects be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human subjects are properly protected.*

*Therefore, all research dealing with human subjects conducted by OSU faculty, staff, and/or graduate and undergraduate students must be reviewed by the IRB.*

*The review letter, returned to the student by the IRB office, is required to be inserted in an Appendix to the document. The IRB letter should be reduced to fit within applicable margins.*

**THE INSTITUTIONAL REVIEW BOARD (IRB)**
The main site for the Institutional Review Board (IRB), the body that approves studies at OSU, is below. You will need to visit this site and complete the forms: [http://compliance.vpr.okstate.edu/IRB/irb-index.aspx](http://compliance.vpr.okstate.edu/IRB/irb-index.aspx)

The IRB site containing all forms, including forms to fill out for your study, is here: [http://compliance.vpr.okstate.edu/IRB/forms.aspx](http://compliance.vpr.okstate.edu/IRB/forms.aspx)

You must be trained in order to submit a proposal for human subjects research. To do the online training, go to this website: [https://www.citiprogram.org/](https://www.citiprogram.org/)
APPENDIX D:
GENERAL BITS OF THESIS ADVICE

1. Every draft you turn into your chair should be your best work. Edit very carefully.

2. The Graduate College has a deadline EARLY in the year for you to turn in a DRAFT of your thesis or you will not be able to graduate on time. It is your responsibility to communicate with them in order to meet this deadline. If you attend one of their information sessions, they will exempt you from this deadline. See the Graduate College for details.

3. Strive to make your writing as clear as possible.

4. Follow the advice of your chair. Doing things your own way because you think you have a better idea invariably leads to a longer process.

5. When comments are made on a draft of your thesis, make the changes. Few things are likely to annoy your thesis chair more than having to make the same changes again on a new draft.

6. Avoid sweeping generalizations with no scholarly support; be sure to have a citation to back up assertions.

7. Start your thesis as early as is feasible and keep working on it. Unanticipated delays are likely. The first day you enter the CSD program is a good time to start working on your thesis.

8. You can use papers that you have written in your classes to help write your literature review for your thesis. This is perfectly acceptable.

9. Don’t try to answer every question imaginable in your thesis. Work with your chair to choose a challenging topic that is also one that you can finish in time to graduate.

10. It can be to your tremendous benefit to start an annotated bibliography of all references you come across, starting today. Put the citation first then review the article. If you continue researching your topic post-thesis, this will remain of high value to you, in addition to being invaluable as you write your thesis.

11. There is no preset length for any chapter in a thesis. “Long enough to cover the material appropriately” is the standard response. If you want a ballpark figure for a reasonable length, around 10 pages for the introduction, about 30 for the literature review, about 10 for the method, about 10 for the results and about 20 for the discussion is ballpark. If you do this, it could still be inadequate, or it could be more than needed. You can give or take 50% on these numbers. Theses tend to have many, many pages of references. If there aren’t at least 7 pages of references, your chair may ask
where the other pages are. If you have 15 pages of references, we may wonder if you are writing a dissertation.

12. For most theses, most of your sources will be refereed journal articles, and some scholarly books. Rarely will books you cite be from the New York Times bestseller list. A book that talks about gender and talks about men and women being from Mars and Venus is not a scholarly book. A book that talks about what would otherwise be called psychosocial development, but refers to it as “emotional intelligence” is not a scholarly book. You should also do a search through dissertation abstracts international to see if there are unpublished dissertations that could help you with your study.

13. Make multiple electronic copies of your thesis at different points of the writing process and put them in different places so if your hard drive crashes you won’t be out of luck. Ignore this advice at your own peril.

14. Use time while you are waiting for your committee to read your thesis to do things like set up your data file for data entry in SPSS, purchase tapes for interviews, etc. Until your final revisions are turned in, there is always something that you can do to move your thesis forward.

15. There will be unexpected events, pitfalls, and frustrations. Expect them. There also will be many opportunities to learn. Embrace them!
APPENDIX E:
WRITING A CREATIVE COMPONENT

All creative components must include an assessment piece in order for students to demonstrate competency in assessment. Assessment must include either the collection and analysis of data or the analysis of existing data. A minimum number of participants must be included in the assessment for a creative component to be passing. A handful of students attending a program who complete a written satisfaction survey of how much they enjoyed a program does not constitute an adequate number or quality of assessment to meet this requirement.

The advisor’s approval of a satisfactory final product is required for graduation. If delivery of the product is not timely or major revisions are required, the student’s graduation may be delayed beyond the completion of actual coursework (or potentially could not occur). For the class entering in fall 2011, students register for 3 credits of SDEV 6850 to earn credit for their creative component. These credits may be registered for in either the second to last or last semester.

The proposal for a creative component must be approved prior to a student’s second to last semester enrolled in the master’s program. A hold will be placed on the registration of any student for their final semester courses who has not turned in their creative component proposal. This hold will be lifted upon approval of their proposal.

A student’s written report of their creative component project must be turned in no later than two months before a student’s graduation date from the program. This will allow time for revisions to be made to the document as needed. It is still possible that more work will need to be done on the report that could lead to a student not graduating during the semester in which the student planned if the student is unable or otherwise does not complete the necessary revisions to the creative component project.

Students who complete a creative component take 3 electives plus the creative component. Students who choose the creative component option as of the entering class of fall 2011 will enroll in a 3 credit creative component course. A specific course for this purpose will be created. Until this course is approved, such students should enroll in SDEV 6850, Directed Readings in Student Development, for 3 credits total. Students who entered the CSD program prior to fall 2011 and have not yet graduated may opt in to this option with approval from your advisor.

Step 1: Receive Approval for Your Idea
Before working on a creative component, you must receive approval of the basic idea from the chair of your committee.

Step 2: Submit a Proposal
State the problem you wish to investigate, the question you would like to answer, or the practical problem you would like your project to help solve. This section must include a statement about the focus of your product.
ELEMENTS OF THE PROPOSAL
Proposals do not need to be exhaustive. One should be able to answer the following questions in the following sections within 3-6 pages.

PROBLEM STATEMENT OR QUESTION
If your product will involve empirical research, this section should be a concise statement of that establishes the need in the literature that is the source of your problem to be studied. For the brief proposal, you should cite a few scholarly sources; however, you do not need a full literature review. This succinct statement sets the tone and direction for a research study; be certain that you have approval from your advisor before proceeding with any research. Also, be sure to discuss IRB requirements with your advisor.

PURPOSE AND PLAN
How do you propose to address your question or problem? Will you review the literature and give your reader some conclusions based on research about the problem? Will you design some experiment to address the problem? Will you create some type of practical product (i.e. a research based program) that can be used by student affairs professionals to address the problem? If so, how?

SIGNIFICANCE OF THE PROJECT OR STUDY
So what? Who cares? Why is it important for you to focus on this issue? What will your efforts add to what is already known? Will your outcomes contribute primarily to our knowledge or professional practice in higher education?

METHOD AND/OR APPROACH
Do you intend to do library research? Will you conduct face-to-face interviews with a small sample? If conducting empirical research, how will you gather your data and from where? No matter what the focus of your product, give your method a name and explain, in detail, what it involves.

COMMUNICATION OF YOUR RESULTS
Make your efforts count! How and to whom will you communicate or share the results of your efforts?

THEORETICAL FRAME
Most projects, both empirical research-driven and those focused on practice, will and should use some type of theory as a guide. Theory is a representation of current knowledge in a particular area and, with few exceptions, should provide a foundation for your work. Be sure you detail the theory (its source, description, current applications, weaknesses, etc.) in this section. For example, a student who designs and conducts focus groups (with the associated written report) on the racial identity development of African American college students will likely use a theory by either William Cross or Janet Helms.

TIMELINES AND EXPECTED RESULTS
Be very specific about what you intend to produce as a result of your efforts. If it is to be a written paper, detail the specific sections with the purpose for
each. Establish the small goals that will lead you to the intended overall outcome and associate estimated timelines with each step. This section will require that you think in great detail about each step you will need to take and estimate the amount of time and effort that will be required.

**Step 3: Complete Your Creative Component**

Complete your creative component as you stated in your proposal. You may not make any changes to your content or methods without prior permission from your advisor. Changing methods without permission can result in having to redo your creative component project.

If you are collecting data from human subjects, you will need to go through the IRB process.

Write a report based on what you find. Your final report will vary tremendously based on what you proposed. In most cases, it will make the most sense to structure your report like a journal article with an introduction, method, results, and discussion. The information from your proposal will likely also be included, in large part, in your final paper. When in doubt, ask your advisor for guidance on what to include in your final paper.
How to Write Responses to Questions

READ EACH QUESTION CAREFULLY. Determine what the question asks and focus your answer on the question. Do not waste time writing about things that the question did not ask!

CONSIDER A BRIEF OUTLINE. Some students find that making a quick outline helps them to organize their ideas. Others dive right in. You will know your style the best. Either way, make sure that your response is logical and thorough.

CHECK YOUR TIME. You have limited amount of time. This should include time to proof-read and check your responses for accuracy and completeness. You are responsible for budgeting and keeping track of the time.

USE APPROPRIATE MECHANICS. When answering the questions, be sure to meet acceptable graduate standards of writing. Pay particular attention to clarity of expression, grammar, spelling, and punctuation.

Sample Questions for Part I

In Part I, you will be asked to respond to 3 essay questions. You should try to confine your response to the specific information necessary. Below are some sample questions.

1. The development of the student affairs field is rooted in several important documents. Select two foundational documents that are important in the development of the profession. Summarize the major points in each and compare and contrast the documents.

2. Imagine that you are the hall director for residence hall complex housing 1,000 residents at a large, public university in the Midwest. What two student development theories do you believe would be most helpful to you in work with these students? Please briefly describe the theory and how you would apply them to your work with this population.

Sample Questions for Part II – The Case Study

In Part II, you will be asked to read a case study and then indicate how you would have handled the situation given the same circumstances.

ELEMENTS OF QUALITY CASE STUDY ANSWERS

- Adequate background information to the problems or issues;
- Logical presentation of your proposed solutions;
- Demonstration of the breadth and depth of your knowledge of the problem by appropriate integration of relevant literature, research findings, and theory.
• It is important to support your answer rather than just express your opinion; and
• A closing statement that refers to the position or proposed solution you are taking.

SAMPLE CASE STUDY (FOR PRACTICE)
Analyze the following case study, Doing More with Less, indicate what actions should be taken, and provide your rationale for your recommended actions. Keep in mind the following:

FORMAT OF A CASE STUDY ANSWER
Your analysis of the case study should include the following elements:

1. Overview—this is a brief (1 paragraph) summary of the case.
2. Important facts—this is a brief listing of the key facts presented in the case which you took into consideration in developing your response.
3. Issues—this a brief description of the key issues presented by the case.
4. Theoretical Models and Professional Knowledge—what theoretical models and professional knowledge that you have studied aided in your analysis the case.
5. Solutions—what solutions would you offer or what actions should be taken? Be certain to ground your answer in the theoretical models and professional knowledge you discuss.

CASE STUDY TEXT

Doing More with Less:
Creatively Downsizing/”Rightsizing”

SETTING
Two hundred year Waverly College is nestled in a wooded ravine on the outskirts of Centerville, a town of 100,000 people in the northeast United States. The north side of Waverly College touches the south side of local Centerville State University, a regional state university of 19,500 students. Centerville has a large population of highly educated professionals and is the home for the state headquarters of several insurance, banking, and regional medical facilities. Centerville is rapidly becoming a bedroom community of Urbanopolis, just 30 minutes away by interstate.

Founded as a liberal arts college, Waverly is now known for its business management and computer technology programs and for a fine Humanities focus with specialties in Art History, Creative Writing, and Performing Arts. Indeed, Centerville residents have historically looked to Waverly as the cultural center of the community.

Waverly enrolls 1,500 students from across the country; 500 of these students are local, part-time adult students taking evening and special weekend courses. Ten years earlier, Waverly enrolled 2,300 traditional age residential students.

BACKGROUND INFORMATION ABOUT WAVERLY COLLEGE:
1. While retention rates have held steady at 65% persistence to graduation, new student enrollment is on a downward plunge. For the fifth year in a row, the admissions office has not met their projected enrollments.

2. Commitment to Waverly is high among long time staff and faculty. Morale is fragile because faculty and staff are faced with no raises for the second consecutive year. Nearly 85% of the faculty are tenured and few new faculty are hired annually. Open positions in academic departments are not filled and courses that must be covered are handled by part-time faculty if at all. Faculty teach eight courses per year and are reviewing a proposal to add a ninth course to their load. The Religion and Philosophy department and Early Childhood Education program have recently been eliminated with only service courses retained. Part-time faculty on overload from Centerville and from the local professional community have increasingly provided needed specialties at low cost.

3. Operating budgets are thin and it is not uncommon for staff to bring their own pads of paper and pens after mid-March each year when spending freezes are announced.

4. Student affairs has lost five of its ten residence directors through normal attrition over the last three years as buildings have been closed and assignments shifted. Morale in Student affairs is surprisingly good due to a strong commitment to a shared vision of student development in a residential college and close relationship with others in student affairs, as well as with students and faculty.

5. To attract bright staff and spread the student affairs staff talent to campus needs, the continuing five residence life positions have been combined with .25 time assigned outside residence life for next year. The specific .25 outside assignments have not been set. Four new hall directors have signed contracts to come to Waverly. They all hold Master’s degrees from counseling and student development programs and understand they will be contacted shortly to match their preferences with the campus needs for their .25 time supplemental assignment prior to starting their positions.

6. Tuition and fee increases have topped 10% annually, but due to declining enrollment numbers, the budget is often in the red. Further budget reductions loom on the horizon.

7. The Student Affairs division is comprised of 19.5 full time equivalent (FTE) staff: the dean, directors of Residence Life, Financial Aid, Placement, Student Activities, Counseling Service, three counselors, five hall directors, five full-time secretaries, and a part-time clerk. Paraprofessionals work in residence life and the career resource room.

CHARACTERS

Dr. Anne Lanham, dean of Students, has been at Waverly for eight years. She has a Master’s in College Student Personnel, a Ph.D. in Higher Education Administration, and has built a highly regarded student affairs division. She is
creative and appreciated on campus particularly by the student affairs staff. She serves as the discipline officer and advises the student judicial council. She is accessible to students but more and more of her time in the last three years has been spent in college-wide budget and planning sessions. She has full autonomy and the support of President Jamison to lead her division as she deems appropriate.

**Josh Gibson**, director of Student Activities, runs a popular one man show and is truly a one person multi-function office. He coordinates orientation, commencement, the Class Councils, leadership programs, serves as advisor to student government, IFC, and Panhellenic and works with all clubs and organizations.

**Janet Minor**, director of Financial Aid, is withdrawn and seems reticent. Janet earned a BA in Economics at Waverly ten years ago and is still acquiescent around her former faculty. She has responsibility for new and continuing student awards, student employment programs including college work study and, with a part-time office clerk, manages a large aid program.

**Maria Fernandez**, director of Placement, is new to Waverly, having joined the staff this year from her position as assistant director of Career Planning and Placement at Centerville State. She is lively and outgoing and has already established several new programs including a mentor program for seniors, an externship program in Urbanopolis, a "Senior Survival Week" helping seniors plan their transition, and, with Dean Lanham’s blessing, has established an Internship Council to examine more co-op programs and internships for Business majors. Maria just gave Anne a draft of a proposal to link older students as mentors with traditional age freshmen to aid retention.

**Dr. Bob Johnson**, director of the Counseling Service, has been at Waverly for 25 years following his APA internship at Centerville. In addition to personal counseling and short term therapy, the Service houses the career planning function. Bob feels strongly that career counseling must remain in the Counseling Service to be the legitimate presenting problem many students claim when they really come for personal counseling. Bob is close friends with many teaching faculty and has served as chair of Campus Senate for two terms. He does no direct service with students, but administers the Counseling Service. Bob supervises three full-time counselors, one of whom has a specialty in career issues.

**Mary Gamble**, director of Resident Life, also serves as acting dean in Anne’s absence. Mary has reorganized residence life in recent years and has lost half of her ten person staff as housing enrollments have shrunk. Her most recent innovation is to attempt to attract top notch staff by combining their resident life role with a .25 time commitment outside residence life in some functional like student activities, career placement, or admissions.

**Michael Rhodes**, continuing as hall director, told Mary that he prefers a .25 time assignment in the career services function. He as a Master's in higher education administration with no formal counseling course work, but is interested in exploring that dimension of his professional development.

**Karen Williams** is the president of the Student Government association. Karen was just elected to her role and is very dependent on Josh for guidance. She
seems manipulated by a group of rising seniors and is often encouraged by them to take a stronger, abrasive position although she is collaborative in one-to-one situations with administrators.

THE STORY

You are Josh Gibson, the director of Student Activities. You have had four great years of experience at Waverly after having graduated from a Master’s program at Centerville State. You enjoy your work and orientation and have been talking with Dean Lanham about your plan to seek a full-time position at a larger university, which could well branch into any of the specialties you have had a chance to develop. You tell Dean Lanham and the other directors at your usual Monday morning staff meeting that you will not be back next year—you got the job at the University of the Midwest!

After joyous clapping and hugging congratulations for your success from your colleagues, Dean Lanham asks for your comments and advice for next year. Your assessment of the area is that more attention is needed for a growing international student population, adult students and their needs, commuters, and leadership. The new Black Student Union is growing, but structurally floundering and needs more staff support. You are pleased that nearly 200 students are involved in some leadership positions and highly involved on campus. You’d love to see another full-time staff member although you know that’s not likely.

Your resignation announcement is well timed. The Division is planning a “whole world” retreat [their humorous term for all professional staff in student affairs] for Friday this week to look at organizational models for next year and you can participate without feeling like you need to defend your turf. The agenda for this annual retreat is usually to assess the year, set goals for next year, identify teams and form ad hoc groups to join together for new interventions, and develop the five outside assignment functions for the hall directors. While Dean Lanham chairs the group, there is a great deal of shared leadership and mutual responsibility. Units have been tightly coupled and know each other’s functions well. You always enjoy these off-campus retreats; it’s good to spend time with student affairs colleagues from across campus and everyone leaves feeling very valuable to the overall student experience.

Monday 3 p.m. Dean Lanham calls. She has just come from the president’s cabinet meeting with a new goal to raise retention rates dramatically next year. The president wants to see 10% increase in freshmen retention and 15% increase in sophomore to junior retention. He is also considering a hiring freeze. She says these items will be added to the Friday retreat agenda and is calling all department heads to let them know. She asks if you could give some thought about how the division might handle your functions differently if the position cannot be filled.

Monday 7 p.m. You finally get home from a dinner meeting. You start an outline of topics to include in your Friday presentation: What are the legitimate student concerns about possible budget reductions? What should student government’s role be in the decisions Waverly has to make? Which of your functions are essential for Waverly’s mission and student body needs? Which functions should be shifted to other units (on or off campus)? What functions could be handled by teams and ad hoc groups or other flexible structures? Which could be handled by student
paraprofessionals or new human resource models? Which functions should be dropped? How should the new .25 time assignments of the hall directors be handled? You plan to draw a new organizational chart and think that intersecting circles may help you more than lines and boxes. Somehow this feels like Master’s comps all over again and wearily you put aside your notes and just go to bed.

**Tuesday 10 a.m.** Karen is distressed about your plans to leave. Not only will she miss you personally, she is desperately worried that your position will be cut and that all your functions will be dispersed or not handled. She says she was talking to some student senators last night, and they commented that, “we pay a fortune to go here and should get more for our money not less!”

**Wednesday Morning.** *The Weekly Waverly*, the school paper, carries an interview with the VP for Business Affairs. He announces budgets will be cut again for next year and he is quoted as saying “No area can go untouched.” You call Dean Lanham but she is in an emergency meeting in the president’s office.

**Thursday Noon.** Karen appears in your doorway looking distressed. She says the senators are talking about a student protest over reduction in services and cuts in faculty if the budget story is truthful. She would like to head this off but doesn’t know what to do. Fortunately, the next SGA meeting is not until next Monday night, so she thinks there is some time for planning. You call Dean Lanham to alert her and agree to bring this up at the retreat on Friday; she confides in you that the news if true and student affairs will have to take the “hit” of one more full-time position somewhere.

**Thursday 12:30 pm.** You finally get to the campus deli for a late lunch and run into Bob Johnson. He sits down to tell you how sorry he is you are leaving and wishes you well. He asks your opinion of Michael Rhodes and shares that he likes Michael but has some concerns about someone without any counseling background working as a staff member in career counseling. Bob thinks it will violate their standards. You feel a bit awkward hearing this and encourage him to talk with Mary.

You decide you better get back to a draft of a possible organizational model that would shift your functions to other existing units to be ready with creative solutions for Friday’s retreat.

**What will you propose?**

Note: This case study was originally written by Dr. Susan Komives of the University of Maryland.
APPENDIX G: MORE INTERNSHIP GUIDANCE

Advice on Picking an Internship Site

If you are uncertain where to do your internship you may think about the following:

- Is there a functional area you always wanted to know more about?
- Where do you want to work after you graduate?
- Is there an area of student affairs that you haven’t experience yet that could make you more competitive for a job?
- Do you have a research interest you could explore through an office?
- Would your creative component/thesis be aided by work in a certain office?
- Is there a certain demographic/student population you want to work with?
- Is there a skill or competency you would like to develop?
  - Technology focused
  - Program creation/implementation
  - Assessment
  - Advising
  - Budget management
- Is there a mentor or supervisor that you would benefit from?
- What types of specific projects or activities would the experience involve?

How To Write Your Prospectus

It is important that your internship prospectus be thoroughly detailed and written in conjunction with your internship supervisor. The prospectus is a contract between the College of Education, you and your supervisor. The more specific information you include the easier your internship experience will be. It is well worth the effort to have a well defined document that includes all of the learning outcomes and specific projects and activities that will be included in your internship experience.

When creating your prospectus think of all possible aspects associated with the position. You want to have specific tasks or projects if possible. Make certain your time is meaningful—be intentional. Possible ideas of things you can do:

- Learn about the office, what it does, what the different people do
- Look for opportunities for direct student contact. Can you advise something? Sit on a committee? Work with a particular student on a project?
- Think about the job of your supervisor, what do they do? Can you attend meetings with them? Can you assist them with some of their tasks? If there is a specific aspect interesting to you, see if you can help with part of it.
- What are the different facets of the position? (Administration, budgeting, program development, assessment, staffing, student interaction, etc...)
- Is there a tangible task/program you can take with you to your next job?
- What are best practices/programs at other institutions? Are there things you could create or implement for your internship site? You can research other schools to get a broader understanding of the area of your internship.
- Have intentional conversations with your supervisor to allow discussion, processing, and a better understanding of your experience.
- Define the relationship and interaction you will have with your supervisor.
APPENDIX H:  
OSU’S ACADEMIC INTEGRITY POLICY

Oklahoma State University  
Policy and Procedures for Academic Integrity  
College Student Development Program  

POLICY

1.01 An institution’s reputation and intellectual freedom depend on its uncompromising commitment to the ideal of academic integrity. Oklahoma State University is committed to instilling and upholding integrity as a core value. This policy embodies Oklahoma State University’s dedication to maintaining an honest academic environment and ensures fair resolution of alleged violations of academic integrity.

1.001 The student affairs profession is composed of administrators who work to uphold the values of the institutions in which they work, including policies of academic integrity. Much of this work includes educating students about academic integrity, adjudicating cases, and being a role model for academic integrity. Thus issues of academic integrity are of paramount importance to students in a master’s program in College Student Development.

1.02 The following statement summarizes Oklahoma State University's Commitment to Academic Integrity: I will respect Oklahoma State University's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

1.03 All members of the Oklahoma State University community are entrusted with academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. Therefore, students, instructors and members of the Academic Integrity Panel are expected to demonstrate academic integrity through the following actions.

a. Students are expected to:
   1. Understand and uphold the academic integrity guidelines established by the University and the instructor.
   2. Present their own work for evaluation by their instructors.
   3. Appropriately cite the words and ideas of others.
   4. Protect their work from misuse.
   5. Accept responsibility for their own actions.
   6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
   7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures. Students are urged to sign the OSU Commitment to Academic Integrity statement and inform students or notify instructors when they observe violations of academic integrity.

b. Instructors are expected to:
   1. Understand and uphold this academic integrity policy and procedures. Instructors have the authority to set reasonable standards in their classes within the guidelines provided.
   2. Clearly discuss and communicate information about academic integrity to students.
   3. Reduce opportunities for dishonesty through vigilant exam security and proctoring, and give clear instructions for homework and projects.
4. Fairly and consistently evaluate students and award credit based on professionally judged academic performance established by the instructor.
5. Trust students to follow the academic integrity policy until the instructor has sufficient information to substantiate a violation, then confront students with information about the alleged violation, follow the procedures, and report violations.
6. Be fair in the evaluation of information that may indicate a student has violated academic integrity.
7. Assure that teaching assistants or adjunct instructors who work under their direction understand and uphold academic integrity policy and procedures.
8. Treat students and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
9. Trust members of the Academic Integrity Panel to enforce the academic integrity policy and procedures when violations are appealed. Instructors are urged to use the OSU Commitment to Academic Integrity statement in course syllabi or examinations.

c. Members of the Academic Integrity Panel are expected to:
   1. Accept responsibility for upholding the academic integrity policy and procedures for the University.
   2. Uphold instructors’ standards for academic integrity that were clearly communicated to students, consistently enforced, and compatible with the University academic integrity policy, procedure, and guidelines.
   3. Evaluate information that may indicate a student has violated academic integrity.
   4. Treat students and instructors with respect when violations of academic integrity are examined or appealed.
   5. Participate in appropriate training.

1.04 Behaviors that violate the fundamental values of academic integrity may include but are not limited to:
   a. Unauthorized collaboration
   b. Plagiarism
   c. Multiple submissions
   d. Cheating on examinations
   e. Fabricating information
   f. Helping another person cheat
   g. Unauthorized advance access to examinations
   h. Altering or destroying the work of others
   i. Fraudulently altering academic records

These behaviors may subject the student to disciplinary action including receiving a failing grade on assignment, examination or course, receiving a notation of a violation of academic integrity on the transcript, being dismissed from the academic program, and suspension from the University. Serious violations discovered after a student graduates may lead to revocation of a degree. These behaviors are described in detail in the Academic Integrity Guidelines.

PROCEDURES
2.01 The instructor (e.g., instructor of record, teaching assistant, member of a graduate student committee, professional education program, or veterinary house officer) discovers sufficient information to substantiate an alleged violation of
academic integrity. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

2.02 Within seven school days of the discovery, the instructor prepares an Academic Integrity Violation Notification Form (including a list of possible Academic Integrity Facilitators) and gives or mails the form to the student. A school day is defined as a regular class day during the fall or spring semester (if the student is enrolled in a class during summer school or intersession, a school day includes regular class days during the term). An Academic Integrity Facilitator is an instructor, adviser or academic administrator who is trained in academic integrity policy and procedures. Once an instructor has identified an alleged violation of academic integrity, the student may not drop the course. Students who drop the course will be re-enrolled by the Registrar. Note: In the event an incident is not resolved at the time grade reports are due to the Registrar (e.g., an alleged violation is discovered during the final examination period), an incomplete grade should be assigned until the allegation is resolved.

2.03 The student contacts the instructor within five school days of receiving the memo to schedule a meeting.

2.04 The student, instructor, and Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form. The following actions may result from this meeting:
   a. The instructor and student agree that no violation of academic integrity occurred. No further action is needed.
   b. The student admits responsibility for a violation and accepts the instructor’s sanction. A copy of the signed form is given to the student, the instructor retains a copy, and copies are sent to the instructor’s department head and the Office of Academic Affairs.
   c. The student admits responsibility but does not agree with the sanction. The instructor assigns a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the panel within five school days after completion of the Academic Integrity Resolution Form (see procedures for appeal).
   d. The student denies responsibility for the alleged violation and does not agree with the sanction. The instructor assigns a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the Panel within five school days after completion of the Academic Integrity Resolution Form (see procedures for appeal).
   e. The student fails to appear for the resolution meeting. The instructor and facilitator discuss the alleged violation, the instructor assigns a sanction, and they sign the Academic Integrity Resolution Form. A copy of the form is mailed to the student, the instructor retains a copy, and a copy is sent to Office of Academic Affairs. The assigned sanction becomes final if the student does not submit documentation to the Panel by the five day deadline.

2.05 The instructor awards an academic sanction for alleged violations of academic integrity. The following sanctions are recommended based on the seriousness of the violation:
   a. Level one sanction
      Level one sanction: award a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:
      1. Copying a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.
2. Cheating on a quiz or minor assignment.
3. Receiving unauthorized help on an assignment.
4. Working on an assignment with others when the instructor asked for individual work.
5. Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
b. Level two sanction
Level two sanction: award a grade of "F!" for the course for violations including but not limited to the following:
1. Using a false excuse to obtain an extension on a due date.
2. Getting questions or answers from someone who has taken an examination.
3. In a course requiring computer work, copying another student’s program rather than writing one’s own.
4. Inappropriately sharing or using work on an online assignment or examination. For level two sanctions the transcript will indicate that a grade of “F!” signifies that the student failed the course because of an alleged violation of academic integrity.
c. Level three sanction
Level three sanction: recommend dismissal from the graduate, professional education, or Veterinary Medicine program and suspension from the university for the following types of violations:
1. Turning in a paper copied from another student.
2. Turning in a paper obtained in full or in part from a term paper “mill” or website.
3. Copying material almost word for word from a written source and turning it in as one’s own work.
4. Fabricating or falsifying a bibliography.
5. Obtaining an unauthorized copy of an examination in advance.
6. Using unauthorized notes during an examination.
7. Having another student take an examination.
8. Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
9. Copying from another student during an examination with or without his/her knowledge.
11. Stealing an examination or problem answer from the instructor.
12. Altering a grade or scoring on an examination or paper to obtain unearned credit.
13. Fabricating or falsifying laboratory or research data.
14. Turning in work done by someone else.
15. Submitting substantial portions of the same assignment to more than one class without permission of the instructors.
16. Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, or professional education portfolio.
17. Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation.
18. Violations listed under 2.05.b., committed by veterinary medicine students.
19. Any violation of academic integrity that is the student’s second violation during their term of graduate study at Oklahoma State University regardless of whether the student was officially enrolled in the CSD program and regardless of the
severity of the violation. For example, if a student copies 1-5 sentences in a paper on two occasions, or copies 1-5 sentences in a paper on one occasion and receives unauthorized help on a paper in another instance, a level three sanction is recommended for the second violation.

Instructors should assign level one, two, or three sanctions for alleged violations of academic integrity. The recommended levels of sanction should be used by the instructor unless they provide a specific written policy during the first week of class.

2.06 The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must meet the deadline to drop the course or withdraw from the university. A student may not drop a course in which the “F!” grade was assigned.

2.07 Certain violations (e.g., theft of an examination) may also violate the Student Code of Conduct. Instructors should contact the Student Conduct Office to report such violations.

2.08 Students may remove the first “!” from their transcript by completing an academic integrity education program. The “!” will remain on the transcript for a minimum of one semester.

2.09 Students who are accused of a second alleged violation of academic integrity with a sanction of a “zero” or “F” on an assignment or examination will be referred to the Academic Integrity Panel. After conducting a hearing the Panel may change the sanction for a second violation to an “F!” for the course.

2.10 Students who received one “F!” and violate academic integrity a second time will be suspended from the university. This penalty will be assessed if the first “!” was or was not removed (see 2.08), or if the second incident was a level one or level two violation. In such cases, the Academic Integrity Panel will meet with the student and instructor to determine if the student is responsible for violating academic integrity. If the Academic Integrity Panel finds that the student committed the alleged act, the student will be suspended from the university for no less than one regular (fall or spring) semester. Students suspended for the fall will also be suspended for the previous summer sessions and those suspended for the spring will also be suspended for the subsequent summer sessions.

2.11 If clear and convincing evidence of a serious violation of academic integrity is discovered (including but not limited to the violations listed under level three sanctions in 2.05.c.) after a student graduates, revocation of the degree may be recommended by following the Degree Revocation Procedures.

PROCEDURES FOR APPEALS OF ALLEGED ACADEMIC INTEGRITY VIOLATIONS

3.01 If the student appeals the alleged violation of academic integrity (including cases in which the instructor and student do not agree on the violation or sanction), the student and instructor will meet with the Academic Integrity Panel.

3.02 The student will use the following procedures in filing an appeal:

a. The student obtains and completes an appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The student should submit documentation to support his or her appeal.

b. The student submits the appeal form to the Assistant of the Academic Integrity Panel within five school days after the Academic Integrity Resolution Form was signed. The Assistant, who can be contacted in the Office of Academic Affairs, gives the student notice of receipt of the appeal, notifies the instructor of the course, and
assigns a consulting member of the Academic Integrity Panel to assist the instructor and student in understanding the appeals process, assembling the supporting documents, and transmitting the case to the Academic Integrity Panel.

3.03 The instructor submits sufficient information to substantiate the alleged violation of academic integrity and the sanction.

3.04 The student and instructor have the right to appear in a hearing before an Academic Integrity hearing panel. (Refer to the Academic Integrity Guidelines for a complete list of the rights in the Academic Integrity procedures).

3.05 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The Panel will make one of the following decisions:

a. The student is found not responsible for a violation of academic integrity. The instructor shall remove the sanction and assign an appropriate grade. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W”.

b. The student is found responsible for a violation and the sanction is appropriate. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the student admits responsibility for a level one sanction. A student may not drop a course in which the “F!” grade was assigned.

c. The student is found responsible for a violation but the sanction is not appropriate. The panel may increase or decrease the sanction.

3.06 After each decision, the Chair of the Academic Integrity Panel sends a letter to the student, instructor, and Office of Academic Affairs.

3.07 The student or instructor may submit a written request for a final appeal before the Appeals Panel. The student or instructor must submit an appeal within seven school days after the letter from the Academic Integrity Panel is mailed if the academic integrity procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student or instructor may submit an appeal within one year. The Chair of the Appeals Panel will determine if the final appeal will be considered.

3.08 The student or instructor will use the following procedures in filing a final appeal:

a. The student or instructor obtains and completes a final appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the person who submits the appeal to establish his/her case with a preponderance of information.

b. The appellant submits the final appeal form to the Assistant to the Academic Integrity Panel by the date specified on the letter from the Chair of the Academic Integrity Panel. The Assistant, who can be contacted in the Office of Academic Affairs gives the appellant notice of receipt of the appeal, notifies the other party (instructor or student), assembles the supporting documents, and transmits the case to the Appeals Panel.

3.09 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions:

a. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel.

b. Academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel.
c. New information does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel.
d. New information warrants another hearing in front of the Academic Integrity Panel.

3.10 The Chair of the Appeals Panel sends a letter to the student, instructor, and Office of Academic Affairs.
3.11 The decision of the Appeals Panel is final except when revocation of a degree is recommended by the Academic Integrity Panel. Revocation of a degree requires approval of the Vice President for Academic Affairs, President, A&M Board of Regents, and Oklahoma State Regents for Higher Education.

COMPOSITION OF THE ACADEMIC INTEGRITY PANEL
4.01 Each college will have at least two faculty representatives (at least one should be a full member of the graduate faculty) and up to five student representatives (3 undergraduate or professional, 1 masters and 1 doctoral student) on the Academic Integrity Panel. For each college, one faculty representative will be appointed by Faculty Council and one faculty representative will be appointed by Graduate Council. The college will nominate student representatives; these nominations will be approved by the Student Government Association for undergraduate students and the Graduate and Professional Student Government Association for graduate students. Each student representative should complete at least one semester at Oklahoma State University in good academic standing before serving on the Panel.
4.02 All members of the panel must complete training on academic integrity.
4.03 When a hearing panel is convened to hear an appeal, it will be composed of a student chair, at least two student members and at least two faculty members. A hearing panel, once constituted for the semester, will select a chair. The chair will always be a student who has experience on the Academic Integrity Panel.
4.04 For appeals involving alleged violations of academic integrity by graduate students outside of class (e.g., comprehensive or qualifying examination, proposal, theses/dissertation defense), the Academic Integrity hearing panel will be composed of graduate students and members of the graduate faculty.

COMPOSITION OF THE ACADEMIC INTEGRITY APPEALS PANEL
5.01 For final appeals involving violations of academic integrity, three members of the Academic Integrity Panel who were not involved in the case will be selected at random to serve on the Appeals Panel. The panel will be composed of one student chair, one student member and one faculty member.

ACADEMIC INTEGRITY GUIDELINES
6.01 Oklahoma State University’s Academic Integrity policy identifies behaviors that violate the fundamental values of academic integrity. These behaviors are described below:
   a. Unauthorized Collaboration: Completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.
   b. Plagiarism: Presenting the written, published or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other
assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:

1. Copying another student’s assignment, computer program or examination with or without permission from the author.
2. Copying another student’s computer program and changing only minor items such as logic, variable names, or labels.
3. Copying or paraphrasing material from an Internet or written source without proper citation.
4. Copying words and then changing them a little, even if the student gives the source.
5. Verbatim copying without using quotation marks, even if the source is cited.
6. Expressing in the student’s own words someone else’s ideas without giving proper credit.

- **Multiple Submissions**: Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.
- **Cheating on Examinations**: Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student to take an examination for the student.
- **Fabricating Information**: Making up references for a bibliography, falsifying laboratory or research data (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.
- **Helping Another Person Cheat**: Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.
- **Unauthorized Advance Access to Examinations**: Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.
- **Altering or Destroying the Work of Others**: Changing or damaging computer files, papers or other academic products that belong to others.
- **Fraudulently Altering Academic Records**: Altering graded papers, computer materials/records, course withdrawal slips, or academic documents. This includes forging an instructor or adviser signature and altering transcripts.

6.02 Instructors may identify other behaviors that violate academic integrity.

6.03 Students have the following rights during the hearing before the Academic Integrity Panel:
  a. Written notification of the time and place of the hearing of the appeal. This notice will be mailed to the student’s local address (as listed in the Student Information System).
b. A copy of the Academic Integrity Violation and Resolution forms.
c. The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
d. The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
e. The right to be accompanied by one adviser (colleague or friend); however, the adviser may not address the hearing panel.
f. The right to call witnesses to assist in establishing facts of the case.
g. The right to ask questions.
h. The right to an explanation of the reasons for any decision rendered.
i. The right to be free from retaliation by the instructor.
j. The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by the Act or with written permission of the student.

PROCEDURES FOR DEGREE REVOCATION

7.01 Allegations of serious violations of academic integrity directed at graduates of Oklahoma State University should be made directly to the Dean of the Graduate College (for graduate students) or the Associate Vice President for Undergraduate Education (for undergraduate students), hereafter referred to as the Investigating Official.

7.02 The Investigating Official will review the allegations and make a preliminary determination regarding whether the allegation provides sufficient reason to warrant the formation of a Review Committee. He or she will consult with the Office of Legal Counsel to the Board of Regents prior to making a preliminary determination regarding the allegation.

7.03 The Review Committee will be composed of one Academic Integrity Facilitator, one faculty member appointed by the Investigating Official, and one faculty member appointed by the Dean of the graduate’s academic college. Persons appointed to the Review Committee may not have a conflict of interest with the graduate, the person making the allegation, or any other person involved in the case.

7.04 The purpose of the Review Committee is to determine whether clear and convincing evidence of a serious violation of academic integrity supports a recommendation of revocation of the graduate’s degree.

7.05 The Investigating Official, as soon as reasonably practicable, will notify the graduate in writing of the pending allegation against him/her, the possibility of revocation of his/her degree, the placement of a transcript hold, and the formation of a Review Committee to conduct an initial inquiry into the allegation. The written notice must include:

a. the alleged violation of academic integrity committed by the graduate;
b. the information supporting the allegation;
c. the course grades that may be changed to “F!”;
d. the identities of the Review Committee members;
e. the procedure to be followed by the Review Committee; and
f. the opportunity for appeal.

7.06 The graduate will respond to the allegations and submit factual reasons for any objections to the composition of the Review Committee within 20 calendar days.
of receipt of the written notice. The graduate may request replacement of up to one member of the Review Committee for cause.

7.07 After the 10 calendar day period, the Review Committee will schedule a meeting with the graduate to discuss the alleged violation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his or her own expense, present for advisory purposes only. Legal counsel may not question Committee members, make statements, or answer questions for persons called to appear before the Review Committee. The following actions may result from the meeting:

a. The Review Committee and graduate agree that the alleged serious violation of academic integrity is not supported by clear and convincing evidence. No further action is needed and the graduate is held harmless against further allegations warranting degree revocation;

b. The graduate admits responsibility for a serious violation and accepts the Review Committee’s recommendation of degree revocation;

c. The Review Committee recommends degree revocation. The graduate admits responsibility for the alleged violation but does not agree with the sanction. The case is referred to the Academic Integrity Panel;

d. The Review Committee recommends degree revocation but the graduate denies responsibility for the alleged violation and does not agree with the sanction. The case is referred to the Academic Integrity Panel;

e. The graduate fails to appear for the meeting with the Review Committee. If the Review Committee recommends degree revocation the case is referred to the Academic Integrity Panel.

The Review Committee will provide a written report of their findings to the graduate, the Academic Integrity Panel, and the Investigating Official. If degree revocation is recommended, the Review Committee will submit sufficient information to substantiate clear and convincing evidence of a serious violation of academic integrity and the recommended sanction of degree revocation.

7.08 If degree revocation is recommended the graduate will participate in a hearing with the Academic Integrity Panel unless he/she admits responsibility for a serious violation and accepts the Review Committee’s recommendation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his/her own expense, present for advisory purposes only. Legal counsel may not question Panel members, make statements, or answer questions for persons called to appear before the Academic Integrity Hearing Panel. The graduate will use the following procedures in filing an appeal:

a. The graduate obtains and completes an appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The graduate should submit documentation to support his or her appeal.

b. The graduate submits the appeal form to the Assistant of the Academic Integrity Panel within 20 calendar days after the graduate receives the written report from the Review Committee. The Assistant, who can be contacted in the Office of Academic Affairs, will assign a consulting member of the Academic Integrity Panel to assist the graduate in understanding the appeals process, assembling the supporting documents, and presenting the case to the Academic Integrity Panel.

7.09 The Investigating Official will act as the proponent in presenting the alleged violation to the Academic Integrity Hearing Panel.
7.10 If the graduate does not respond within 20 calendar days or fails to appear for the hearing, the consulting member of the Academic Integrity Panel will act as respondent on behalf of the graduate before the Hearing Panel. 

7.11 After the hearing, the Academic Integrity Hearing Panel will determine A) if the graduate committed an act that was a serious violation of academic integrity and B) if degree revocation is an appropriate sanction. The Panel will make one of the following decisions:
   a. The graduate is found not responsible for a serious violation of academic integrity;
   b. The graduate is found responsible for a serious violation and the sanction is appropriate. The Hearing Panel will recommend degree revocation to the Vice President for Academic Affairs;
   c. The graduate is found responsible for a serious violation but recommends a lesser sanction.

The Chair of the Academic Integrity Hearing Panel will provide a written report of their findings to the graduate, Vice President for Academic Affairs, and Investigating Official.

7.12 If the Hearing Panel recommends degree revocation the graduate will have 20 calendar days after receipt of the report of the Hearing Panel to submit a written request for a decision appeal before the Appeals Panel. The graduate will use the following procedures in filing a decision appeal:
   a. The graduate obtains and completes a decision appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the graduate to establish his/her case with clear and convincing evidence;
   b. The appellant submits the final appeal form to the Assistant to the Academic Integrity Panel by the date specified on the letter from the Chair of the Academic Integrity Hearing Panel. The Assistant, who can be contacted in the Office of Academic Affairs gives the graduate notice of receipt of the appeal, notifies the Investigating Official, assembles the supporting documents, and transmits the case to the Appeals Panel.

7.13 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if additional information provided by the graduate warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions:
   a. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel or recommend against degree revocation;
   b. The academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation;
   c. Additional information provided by the graduate does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation;
   d. New information warrants another hearing in front of the Academic Integrity Panel.

The Chair of the Appeals Panel will provide a written report of their findings to the graduate, Vice President for Academic Affairs, and Investigating Official.

7.14 The Vice President for Academic Affairs will review the written statements of the graduate and recommendations of the Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the Vice President supports the recommendation for degree revocation, he or she will submit a letter to the
President with a copy to the graduate. If the Vice President does not support the recommendation for degree revocation, the graduate will be notified in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.15 The President will review the written statements of the graduate and recommendations of the Vice President for Academic Affairs, Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the President supports the recommendation for degree revocation, he or she will submit a letter to the OSU/A&M Board of Regents with a copy to the graduate. If the President does not support the recommendation for degree revocation, he or she will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.16 The OSU/A&M Board of Regents will review the recommendation of the President. If the OSU/A&M Board of Regents supports the recommendation for degree revocation, the President will submit a letter to the Oklahoma State Regents for Higher Education (OSRHE) with a copy to the graduate. If the OSU/A&M Board of Regents does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.17 OSRHE will review the recommendation of the President and the OSU/A&M Board of Regents. The Chancellor will notify the President of the OSRHE decision. The President will provide a copy of the OSRHE decision to the graduate in writing. If the OSRHE does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.18 If the degree revocation is approved by OSRHE, the Registrar will remove the degree designation from the transcript, assign F! grades for applicable courses, and send copies of the revised transcript to all individuals who have previously received official copies of the transcript. The Registrar will request that the graduate return the diploma. In cases of serious violations involving theses or dissertations, the Graduate Dean will remove the thesis or dissertation from the library and electronic copies will be recalled. Note: This policy will be effective August 1, 2006, and will be reviewed after 3 years. The policy and procedures applies to students and instructors of OSU-Stillwater, OSU-Tulsa, and the Center for Veterinary Health Sciences courses.

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