A NOTE TO STUDENTS:

It is the responsibility of all students in the Master of Science degree in Educational Leadership Studies, option Higher Education to know and abide by the rules and procedures in this manual, along with any university regulations/deadlines related to graduate studies at Oklahoma State University. Review resources and information, including the graduation checklist available on the OSU Graduate College website, http://gradcollege.okstate.edu/masters-checklist. This information is provided to help you be successful in the program—if you do not read it, it will not help you.
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GETTING STARTED AT OSU

Once you have been accepted into OSU and made your decision to attend, you are ready to begin with your first steps as a student. Here are some things you will want to do:

Activate your O-Key Account

Go here to activate your account: https://app.it.okstate.edu/okey/index.php/module/Activate/action/Index

Once you have your O-Key account activated, use this user name and password to access a wide variety of on-line university resources, including your OSU email. You can access your OSU email at http://mail.okstate.edu.

Resolve all registration holds

Before you will be allowed to register for classes in your first semester, you must resolve all holds on your records. These may include:

Transcript Hold: You may have a hold on your record if the Graduate College has not received the final transcript, with your degree posted, from your undergraduate institution. Please confirm that this transcript is being sent to OSU as soon as you graduate.

Advising Hold: Contact your temporary advisor to discuss your course schedule for the first semester.

Immunization Hold: Make sure that your immunization records get to OSU. These go to Health Services (1202 W. Farm Rd).

Contact the College of Education Office Graduate Studies for information about any other holds on your enrollment, and instructions for resolving them.

Contact your Temporary Advisor

Your advisor can give you advice on registering for classes. After discussing classes with you, s/he will remove the advisor hold from your record; this will allow you to register.

A “temporary advisor” is assigned to you when you are admitted to the Program. This person will assist you with academic decision making until you choose a permanent advisor and your advisory committee is in place. You may decide to ask the temporary advisor to chair your committee/be your permanent advisor, or you may choose another Higher Education and Student Affairs faculty member as your advisor/chair.
Register for classes

Once **all holds are removed** you can register for classes! To register for classes go to:  [http://prodosu.okstate.edu](http://prodosu.okstate.edu)

Click on “**log in to student services**” – Login with your O-Key information. You will be asked to update your address and other important contact information. You will also have an opportunity to sign up for the reverse 911 system—this is encouraged.

Once you have completed the mandatory sections you will then select the appropriate courses.

Get your Student ID

When you arrive on campus one of the first things you will want to do is to get your student ID. However, **you must be registered for classes before you can get your ID**! It is generally best to print a copy of your schedule to take with you.

Go to Math Sciences Room 113 to get your ID made. Math Sciences is the 5-story building directly across the parking lot, to the north, of Willard Hall.

Other Important Things To Do

A. If you have a graduate teaching or research assistantship (GTA or GRA) or other paid position at OSU, contact the unit administrator or your supervisor to make arrangements to complete paperwork and sign up for university payroll.

B. Purchase a parking permit if you live off-campus. You can do so here:  [http://www.parking.okstate.edu/](http://www.parking.okstate.edu/)

C. Attend the Graduate College Welcome Week activities. See  [http://welcomeweek.okstate.edu/index.php/welcome-week-events](http://welcomeweek.okstate.edu/index.php/welcome-week-events) for a calendar of events.

D. Attend HESA program orientation.

E. Participate in an orientation session for graduate students at OSU’s Edmond Low Library to get acquainted with using/accessing information resources.

PROGRAM REQUIREMENTS

Higher Education Administration graduate programs do not have an accrediting agency; the program follows the recommendations of the **Council for the Advancement of Standards in Higher Education**, also known as CAS. CAS is a consortium of professional associations who work collaboratively to develop and
promulgate standards and guidelines representing the agreement of over 40 member associations reflecting the consensus of the student affairs field. CAS has a specific standard for Master’s Graduate Preparation programs, which our program continually consults when making curriculum changes.

Your curriculum requirements in the Higher Ed program are set once you enter the program.

Before you register each semester, consult with your advisor. You must have approval for every class and every section in which you enroll for every semester in which you are enrolled. You may request approval via email or through an in-person meeting—this is to ensure you take your required classes in the appropriate order and timing.

Completing the Program

Many people complete the program as part time students, while working in a full-time position at an area college or university enrolled in six or fewer hours each semester. If the student enrolls in at least six credit hours per semester, s/he can complete the 36-hour curriculum in six semesters.

Academic Integrity

Students in the Higher Education program are required to follow OSU’s Academic Integrity Policy, which can be found in Appendix H of this manual, or on the Oklahoma State University website at http://academicintegrity.okstate.edu/
Program Degree Requirements

OKLAHOMA STATE UNIVERSITY
School of Educational Studies – College of Education
M.S. PROGRAM IN EDUCATIONAL LEADERSHIP STUDIES
Option: Higher Education
36 HOURS

Common Core
EDLE 5813 Leadership Theory and Ethical Decision Making
EDLE 5953 Developing Educational Organizations
6 hours

Research and Inquiry:
REMS 5013 Research Design and Methodology
And 1 additional course chosen from the following:
REMS 5953 Statistical Methods in Education
SCFD 5913 Introduction to Qualitative Inquiry
HESA 5320: Assessment
6 hours

Emphasis Core
HESA 5973 Foundations of Higher Education
HESA 5983 Administrative Issues in Higher Education
HESA 6583 The Impact of College on Students and Society
HESA 6233 Critical Issues in Higher Education
HESA 6220 Field Studies Internship I
15 hours

Elective Hours
(chosen from the HESA curriculum, or other approved by advisor)
3 hours

Thesis Option
HESA 5000 Thesis or Report
6 hours

OR

Creative Component Option (two components required)
6 hours

a) HESA 5720 Seminar (a 5000 level, zero-ending, three-credit course number will be requested to replace this for the creative component product)

b) Elective Hours (an additional 3 hours from HESA curriculum or other approved by advisor)
The purpose of grades in Graduate School

Throughout your time in graduate school, you will receive feedback about your performance in a variety of ways. One of the ways you will receive feedback is through letter grades. Receiving grades can, for some, be among the most anxiety producing parts of graduate school. It does not need to be. It is important to think about what grades are, and what they are not, prior to receiving grades for the first time.

RECEIVING FEEDBACK THROUGH GRADES

Grades are first and foremost a means of receiving feedback on your academic performance. They are earned, not given. They provide you with a way to quantify where you stand relative to a set of academic standards. These standards are determined by someone with a doctorate and professional experience who can provide you with guidance on what you are doing well and how you can best grow.

THE PURSUIT OF EXCELLENCE

It is our expectation that all students strive to perform at their highest possible level in all aspects of their graduate experience. To strive for anything less indicates a lack of motivation and interest in one’s work. However, it is unlikely that an entire class will receive the highest grade available on every assignment all of the time. On rare occasions, the strengths of a group of students could all be in one area; in a small class, sometimes all students will receive the highest possible grade on one assignment. However, human variation normally results in variation in performance on assignments based on the strengths of students and the effort students put into their work.

COMPETITION, GRADE COMPARISON, & FAVORITISM

“But her grade is higher than mine, you obviously like her more!”

One of the toughest struggles some students have in graduate school is coping with learning their grades and comparing them to the grades of others. When hearing about how other students perform, particularly when other students perform at a level that merits a higher evaluative standard, some students blame the evaluator. This insults both the person who earned the grade and the person who evaluated the work. It also does nothing to help anyone get the feedback they need to grow.

Simple advice: don’t ask others about their grades. Focus on your own progress and keep striving to improve. Your instructors will share feedback with you through grades based on standards of academic performance. Program faculty work very hard to measure student performance against academic standards, and they are committed to supporting your professional growth during your time in the OSU CSD program. If you have a question about your grade on an individual assignment or in a class, ask how your performance was rated.
against the criteria for the particular grade you earned. Program faculty welcome these discussions.

Each instructor will have her or his own approach to grading and defining/communicating the feedback implicit in each letter grade or point value given for an assignment or a final grade in a class. The standards and approach to grading may be found in the course syllabus; the instructor will also likely discuss this topic early in the semester with the class. If you have a question or are unclear how a particular instructor evaluates work, you are expected be pro-active, and contact that person in a professional and respectful manner to ask for clarification.

TIPS FOR HIGH PERFORMANCE IN GRADUATE SCHOOL
Program alumni and faculty offer these suggestions to improve your performance in graduate-level coursework.

1. Read/Review thoroughly all assigned readings for each class session.

2. Come to each class session prepared to contribute to a rich discussion of the assigned readings for that session. To prepare for these discussions – after completing the reading assignment – ask yourself questions such as:
   a. What are the 2-3 big ideas of each reading? Of the readings as a group?
   b. What ideas are still fuzzy to me?
   c. What would I like to discuss with the group in more detail?
   d. How do these readings relate to material I’ve read for other classes? To my previous experience as a student leader? As a professional?
   e. What surprised me?
   Write down specific questions/ideas, bring these to class, and contribute them to the discussion during class.

3. During class discussions, critique ideas rather than the people who contribute them to the discussion. Professional behavior standards apply to your interactions with other cohort members, as well as your graduate assistantship.

4. When completing assignments, read and follow (all of) the directions.

5. When writing papers, carefully follow APA (6th edition) format.

6. Carefully edit your papers. Grammatical errors and typos count against you. Write several drafts. Start writing during the first week of classes, put the assignment down, come back to it later with fresh eyes.
7. Ground your arguments in the current/relevant scholarship; avoid sweeping unsupported generalizations and unsupported opinions. Familiarize yourself with APA guidelines for in-text citations and reference list entries so you can cite the scholarship correctly.

8. In your work, focus on reflecting respectful, constructive questioning of perspectives, maintaining clarity of expression, and increasing the persuasiveness of your arguments.

9. Do not cite Wikipedia. Or Google. Ever. While you may choose begin with either of these resources, use them very quickly as a springboard into the scholarship on your specific topic, and see Item 4 above.

10. Study class material all semester – never count on cramming at the end.

11. Become familiar with Bloom’s taxonomy of the cognitive domain. Focus your comments in class, on tests, and on papers toward the highest levels by evaluating existing knowledge and attempting to create knowledge by advancing new ideas.

**Maintaining Good Academic Standing**

The Graduate College sets minimum grade requirements to maintain good standing as a graduate student and to meet requirements for a degree. See the current edition of the University Catalogue for a complete copy of these regulations: [http://registrar.okstate.edu/catalog](http://registrar.okstate.edu/catalog)

These regulations state, in part, that a student must maintain a 3.00 GPA on the coursework on their plan of study to receive a degree and must maintain a minimum cumulative GPA of a 3.00 to continue enrollment in the Graduate College. Per this policy, grades below a C do not count toward a degree.

The Graduate College permits departments to have more stringent requirements for Academic Standing regulations. The program has the following additional requirements:

1. No more than one grade of “C” may count toward a student’s program of study for the purpose of earning a degree.

2. If a student receives a C or lower in any graduate level course before or during enrollment in the program, that student will meet with his or her committee for the purpose of determining what remedial steps are necessary. With a first C, the possibilities are:

   a. A plan for remediation with steps the student must take to address the issue that led to their lack of performance, to the degree the deficiency was under the student’s control.
b. Probationary status in the Higher Education program with conditions set forth by the student’s advisory committee.

c. Any other action deemed necessary and appropriate by the advisory committee.

3. If a student receives a second grade of C or lower in any graduate level course during enrollment in the Higher Education program, that student will be required to meet with his or her advisory committee for the purpose of determining what action is necessary at that point in time. The advisory committee will hear the student’s circumstances and determine whether the student is academically fit to remain enrolled in the program.

a. If the committee believes it is more likely than not that the student will be able to earn a degree from the Higher Education program, the committee will usually decide to allow continued enrollment by the student on probation with extremely strict standards for a plan for remediation.

b. If the committee believes it is more likely than not that the student will not be able to earn a degree from the Higher Education program, the committee will usually decide to dismiss the student from the program at that time.

c. If in the judgment of the student’s advisory committee there are extraordinary reasons why they wish to deviate from these standards, they have the prerogative to do so.

4. If a student receives a third grade of C or lower in any graduate level course before or during enrollment in the Higher Education program, that student will meet with his or her committee. At that time, unless the student’s advisory committee believes that the student shows exceptional academic talent, the reason for poor performance is outside the student’s influence, and the instance before them is so rare and uncommon that it could not have been imagined when this policy was written, the student will be dismissed from the program for unacceptable academic performance. Even if these criteria are met, the Graduate Committee may decide it is in the student and/or the program’s best interest to terminate the enrollment of the student in the Higher Education program at that time.

The Plan of Study and your advisory committee

Before registering for the 17th credit hour of coursework, a student is required to file a Plan of Study (POS) outlining the courses you plan to take to earn your degree. The program faculty strongly recommend that you begin this process in your second semester in the program, thereby allowing for the maximum benefit from your graduate committee’s experience/advice. As part of the POS process, you will select an advisory committee, this committee will approve your plan of study, will
meet in the event you face academic, ethical, or legal allegations, if you receive a grade of C or lower, or for any other reasons deemed necessary and appropriate by your advisor.*

Your advisory committee must have at least 3 members: chair/advisor, and two expert faculty members (chosen by you, usually based on topic of your thesis or creative component). Each student is assigned a temporary advisor upon being admitted to the program. This person may continue as your advisor/committee chair; this is not, however, required. Students are encouraged to select an advisor whom they feel will support them in making important decisions about the ultimate direction and content of their coursework and thesis or creative component.

*By default, if your committee needs to meet at any point prior to your formal selection of its members, the current program coordinator of the HESA program and all tenured/tenure track faculty teaching in the Higher Education degree program will serve as committee members.

**Completing Required Internships**

Students in the OSU Higher Education Program complete one internship. The internship will be exactly and no more than 150 documented hours long on your work site. Through your internships you have the opportunity to gain valuable skills, experiences, and make important relationships. Internships are definitely an area in which you want to be intentional.

Students completing an internship will enroll in HESA 6220 and participate in class discussions and other activities with all internship students in both the Higher Education Administration and the College Student Development programs; some classroom hours may also be counted toward the 150-hour requirement. Please discuss this with the instructor of HESA 6220.

**PROFESSIONAL LIABILITY INSURANCE**

Students are responsible for obtaining professional liability coverage to indemnify themselves in the event of mishap or misfortune during their internship experience. Students enrolled in HESA 6220 will be assessed a premium as part of the fees associated with the class.

**SELECTING AN INTERNSHIP LOCATION**

Students are responsible for securing placement for each internship by the end of the semester BEFORE the internship will be completed. Please work closely with your advisor to generate ideas, select specific offices and, as appropriate, make contact with those offices.

Students are encouraged to complete their internships at Oklahoma State, or at another institution. Some national organizations or higher education policy agencies may be additional options to consider following students’ career interests. If you are interested in pursuing an option outside OSU, contact your advisor or
another HESA faculty member very early in the semester before the internship to begin exploring options for placement.

Internship sites must provide students with experience in higher education administration, or higher education policy related function, broadly construed. The intent behind internship is to have a NEW experience not where the students worked. Some of the options include:

- Student Affairs
- Academic Affairs
- Enrollment Management
- Athletics Administration
- Institutional Diversity
- Research Grants and Contracts Administration
- Vice President and/or other senior administration offices
- University Legal Counsel
- University Relations
- Institutional Research and Assessment
- Change Management
- Service Learning/Volunteer Offices
- TRIO and Other Educational Opportunity Programs
- State Regents
- Boards of Trustees
- Higher Education Policy Institutes (ex. Oklahoma Policy Institute)
- Foundations, Institutional Advancement or Alumni Relations
- Career Services
- Faculty Development/Teaching and Learning Centers
- International Education
- Nonprofit organizations
- Other professional organizations with missions that are related to higher education

Discuss any other possible internship sites with your advisor before finalizing internship placement. For more information about the internship process, see Appendix G and speak with your advisor.

The Master’s Thesis Option

Writing a master’s thesis presents an opportunity for a student to investigate a particular topic in student affairs which s/he finds interesting by designing and implementing an original research project. Typically, the student will identify a particular aspect or specific question relating to a broader topic in student affairs; perhaps a personal issue they have long wondered about, or a question which arises from the coursework of a class, or any number of other sources. Completing the master’s thesis option gives a student an opportunity to not only answer a
question they are interested in, but also allows the student to demonstrate mastery of various research skills that are part of any master’s thesis process.

**WHY WRITE A THESIS?**
A. Writing a thesis provides an outstanding opportunity for students in the program to **gain practice in conducting original research** and contribute to the general body of knowledge in student affairs.

B. **If you want to pursue a doctorate** at some point in the future, you are particularly encouraged to write a thesis. Although not writing a thesis will not preclude you from applying to a doctoral program in the future, completing the thesis option will be a very good opportunity to become familiar with the process of conducting independent research. Students who have experience designing and conducting research move more easily and sometimes more quickly through the dissertation process in the doctoral degree.

Read through the following sections to see if a thesis is something for you to consider. Additionally, there is more information about the content and sections of a thesis in Appendix A; more information regarding Graduate College requirements in Appendix C; and some wise and useful bits of advice in Appendix D.

Please be aware that starting as early as possible with the thesis process is essential to facilitating an on-time graduation. If there is any chance that you will choose this option, consult with your advisor during the second semester of your program to begin discussing potential research ideas.

**THESIS REQUIREMENTS**
If you choose the thesis option, you will conduct an original study, which will involve (among other things) a comprehensive review of the relevant literature, the collection and analyze of empirical data, and an oral presentation of your results and implications of your findings. Two documents will demonstrate your work:

- The Thesis Proposal (Chapters 1-3 of the thesis: introduction, literature review, and methodology)
- The (final) Thesis

Formally, students who pursue a thesis will enroll in a total of six (6) credit hours of HESA 5000. Typically, these credits are taken three at a time during each of your final two semesters. However, **you should start thinking about a topic for your thesis as soon as you arrive at OSU; and plan to start work on your literature review by the second semester of coursework** to facilitate an on-time graduation.

Students might initially choose the thesis option, and decide later to switch to the Creative Component option. Typically, the topic of the project can remain the same as that chosen for the thesis; the creative component will require a different approach, outlined in the following section on The Creative Component.
THE THESIS PROPOSAL

The Thesis Proposal comprises the first three chapters of the thesis: Introduction, Review of the Literature, and Methodology. The proposal should also include a reference list and appendices, such as data collection instrument/interview protocol, IRB approval (if necessary); your thesis advisor will assist you in identifying necessary appendices. There are some specific guidelines for what content should be included in each of these sections (see Appendix A). This includes formatting of the document.

It is imperative that you format your thesis correctly. The Higher Education Program, like all fields of study in education, follow the American Psychology Association’s (APA) Style Manual, 6th edition. You will be given ample opportunities in your courses to become familiar with and practice this style. The OSU Graduate College also maintains a formatting template for graduate master’s theses on their website here: http://gradcollege.okstate.edu/student/thesis/templates.htm. Formatting the final thesis can take considerable time if you do not start out correctly, so you are encouraged to consult both these resources early in your work on the proposal.

Important deadlines, required forms, and useful information relating to your thesis can be found in Appendix C of this handbook, and also on the Graduate College website: http://gradcollege.okstate.edu/student/thesis/default.html

THE PROPOSAL DEFENSE

Once you have written your Thesis Proposal and your committee chair has approved that 1) all the required sections are present, 2) the research design is thoroughly outlined; and 3) the document is formatted correctly, you will submit your Thesis Proposal, in writing, to your advisory committee. Then, normally 1-2 weeks after they have received your proposal (and had adequate time to review its content), you will orally defended your Thesis Proposal to your advisory committee.

Once your advisory committee approves your Thesis Proposal, which may include conditionally approving your proposal provided you implement revisions suggested by the committee during the proposal meeting, the Thesis Proposal becomes a contract between you and your advisory committee.

PLEASE NOTE:

Your committee must approve your Thesis Proposal BEFORE

You submit your study to the OSU Institutional Review Board.
You begin data collection; you must receive IRB approval for your research BEFORE collecting any data.

The Thesis Final Report is typically composed of (at least) five chapters:
Introduction/Problem Statement; Review of Literature, Methodology, Findings, Conclusions/Implications/Recommendations; final Reference List, and any
necessary appendices. Chapters 1-3 (the thesis proposal, should be revised to reflect any changes requested by the committee during your proposal meeting, and to use past tense, reflecting research that has been completed. See Appendix A for more in-depth descriptions of the sections you must write for the Thesis Final Report.

THE FINAL DEFENSE

After you have written your Thesis Final Report and your committee chair has approved that 1) all the required sections are sufficiently complete, and 2) the document is formatted correctly, you will submit your Thesis Final Report, in writing, to your advisory committee. Then, normally 1-2 weeks after they have received your report, you will make a 20-30 minute presentation of your research, focusing on the findings and recommendation, to your advisory committee. At this defense, your committee will, in essence, determine if you have followed the contract set out in your thesis proposal—and will approve or suggest revisions accordingly.

After your Thesis Final Report has been approved, the OSU Graduate College requires a number of forms and submissions, which can be found here: http://gradcollege.okstate.edu/student/thesis/default.html

A calendar of thesis-related Graduate College deadlines can be found at the Graduate College Registrar’s Website: http://gradcollege.okstate.edu/current_student/calendar.html

THE ROLE OF YOUR ADVISORY COMMITTEE IN THE THESIS PROCESS

The advisory committee has considerable impact and importance concerning your master’s thesis, if you choose to write one:

- Your committee is an **invaluable source of guidance and consultation** in deciding to write a thesis, and selecting a thesis topic
- Your committee will **approve your Thesis Proposal**
- Your committee will **approve your Thesis Final Report**

There are hundreds of members of the Graduate Faculty at OSU who can serve on your advisory committee. For a list of potential members with expertise and familiarity with our field, see Appendix B. To see the most current list of Graduate Faculty eligible to serve on your committee, go to: http://graduatefaculty.okstate.edu/Default.aspx. Consult with your chair before asking a person to be on your committee.

The Creative Component Option

The Creative Component is intended to give students a hands-on and in-depth experience in a specific area of interest in college student development. Think of this as a “master's project” compared to the “master's thesis.” Where the thesis option involves designing and conducting independent research, the creative
component emphasizes the integration of research, theory and application, and requires a strong assessment component.

**REQUIREMENTS FOR THE CREATIVE COMPONENT**

Students pursuing the creative component option will propose a project that:

1. Provides experience in integrating theory, research, and application; and,
2. Includes a substantive written component.

Students can choose to emphasize certain elements in their creative component:

1. Theory or model development;
2. Development and investigation of a research question; or
3. Application of theoretical and research scholarship to a program, project, area of policy, or activity in the area of student affairs practice.

**EXPECTATIONS FOR THE CREATIVE COMPONENT**

Students who select a creative component project are expected to produce a substantive written product. Though there is no absolute number of pages for this document, 30 pages is minimal under normal circumstances.

For more information regarding the creative component, check Appendix E and then talk with your advisor as you develop ideas for this project.

Typically, a student can complete the creative component in 1-2 semesters. You are encouraged to have identified the topic/focus for your project by the beginning of your second year in the program. Contact your advisor if you have any more questions.

**POLICIES ON GRADUATE ASSISTANTSHIPS**

Both the OSU Graduate College and the Higher Education program have rules regarding the number of graduate assistantship hours a student in the program may work.

**OSU Graduate College Policy**

The OSU Graduate College’s policy is as follows:

*An offer of an assistantship is a commitment by a department or school to provide financial support to admitted graduate students. Assistantships are an investment made by a school or department and are granted primarily to enable the student to pursue an advanced degree. Accepting an assistantship brings with it a professional obligation to fulfill all of the responsibilities associated with the assistantship assignment. Included in this professional obligation is the expectation that students who have accepted an assistantship will diligently pursue their degree to completion in the department or school providing the assistantship. In recognition of this*
commitment, and to provide adequate time for students holding assistantships to devote to study, employment as a graduate assistant is limited to a total, from all University sources (including external grants and contracts), of 0.50 FTE (an average of 20 hours per week) in the Fall and Spring semesters, and 0.75 FTE (an average of 30 hours per week) between the end of the Spring semester and the beginning of the Fall semester. Exceptions to this limitation may be requested by the department head to the academic college dean.

### Program Policy for Graduate Assistantship Hours

In compliance with the letter and spirit of the above policy, students in the OSU Higher Education program may not hold assistantships that exceed an average of 20 hours per week in the fall and spring semesters and an average of 30 hours per week during the summer.

### Selection and Hiring of Graduate Assistants

When students are admitted to the program, faculty will share resumes of admitted students with OSU offices offering assistantships that are in compliance with letter and spirit of this policy. Out of concern for the academic success of our students, the program will not share resumes of admitted students, nor will the program accept students into the program, who work in offices with assistantships not in compliance with the letter and spirit of the above policies.

In extraordinary circumstances, the program coordinator and your advisor may, after you have discussed the circumstances with them, allow you to request that the Graduate College allow you to work more than 20 graduate assistantship hours per week. However, the final decision remains with the Graduate College and the Higher Education Program will fully support whatever decision is reached.

### PROBLEMATIC OR UNETHICAL BEHAVIOR

Higher Education and Student Affairs graduate programs do not have an accrediting agency; the program follows the recommendations of the Council for the Advancement of Standards in Higher Education, also known as CAS. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines representing the agreement of over 40 member associations reflecting the consensus of the higher education field.

Furthermore, Higher Education graduate programs relate closely with the Association of the Studies of Higher Education, also known as ASHE.

ASHE Principles of Ethical Conduct states

http://www.ashe.ws/?page=180

The members of the Association for the Study of Higher Education (ASHE) are subject to many sets of laws, regulations, standards, and codes of conduct related to their professional responsibilities. The principles presented in this document supplement these other sets in representing the high
standards of conduct according to which ASHE members expect each other to conduct their professional lives. This list of principles should not be viewed as exhaustive, nor is it supported by a formal regulatory process; rather, the principles should be interpreted as hortatory reminders of the expectations and standards that support the professional work of the association and its members in their roles as scholars, educators, students and other professionals.

Integrity: ASHE members should conduct research and other inquiry in such a way as to maintain the integrity of the work, the people involved in the work, and the field of higher education.

Credit: ASHE members should fully and appropriately acknowledge the contributions of others in their work, whether the contributions are made through collaboration, publication of previous work, or other means.

Responsibility: ASHE members should take full responsibility for all aspects of their work and other professional activities.

Honesty and accuracy: ASHE members should value and demonstrate the highest levels of honesty and accuracy in their work.

Originality: ASHE members should accurately represent the extent of originality in their work, as well as its dependence on their own or others' previous work.

Respect: ASHE members should maintain professional respect and civility in their relationships and interactions with others.

Fairness: ASHE members should fairly and carefully judge the merit of others' work and qualifications on their own merits, without discrimination or prejudice related to personal characteristics or professional bias.

Advancement: ASHE members should aim to advance the study of higher education and its contributions to its constituents, including through participation in and service to ASHE.

Responsibility to clients and to the public interest: ASHE members, as professionals, have a principal responsibility to serve as best they can the best interests of their clients and of the public interest.

Conflict of interest: ASHE members, as professionals, should declare any possible conflict of interest that emerges from any financial interest they may have with regard to any particular professional decision or judgment.

Higher Education program continually consults with CAS and ASHE standards when making curriculum changes. CAS Guidelines for Master’s level higher education professional preparation programs states as follows:
Graduate program faculty members must evaluate annually all students' progress and suitability for entry into the student affairs profession. Evaluation of students' ethical behaviors must be included. Faculty members must keep students informed about their progress toward successful program completion. Through continual evaluation and appraisal of students, faculty members are expected to be aware of ethically problematic student behaviors, inadequate academic progress, and other behaviors or characteristics that may make a student unsuitable for the profession. Appropriate responses leading to remediation of the behaviors related to students' academic progress or professional suitability should be identified, monitored, evaluated, and shared with individual students as needed. Faculty members are expected in cases of significant problematic behaviors to communicate to the student the problems identified and the remediation required to avoid being terminated from the preparation program. After appropriate remediation has been proposed and evaluated, students who continue to be evaluated as being unsuitable for the profession, making poor academic progress, or having ethically problematic behaviors should be dismissed from the preparation program following appropriate due process procedures. If termination is enforced, faculty members are expected to explain to the student the grounds for the decision.

Pursuant to these requirements, if full-time Higher Education and Student Affairs program faculty evaluate students as unsuitable for entry into the student affairs profession for ethical reasons, academic reasons, or for reasons due to other behaviors or characteristics that in their view make a student unsuitable for the profession, a meeting of the student's committee will be held to follow the spirit of the standards set forth above and to take the action necessary up to and including dismissal from the Higher Education and Student Affairs program. In these cases, students will be afforded due process procedures.

In a case in which the HESA Program Coordinator becomes aware of a potential significant problematic or unethical behavior, s/he will meet with the student and any other relevant parties to discuss the matter in whatever configuration deemed necessary or appropriate at the time. If it appears that there is behavior present that could require remediation beyond a developmental conversation, a meeting of the students Graduate Committee will be called for the purpose of determining the nature of the problematic or unethical behavior and the sanctions appropriate to the situation. These sanctions can include any remediation, evaluation, probationary status, dismissal from the program, or any other sanction within the authority of the students Graduate Committee that this committee wishes to invoke at the time. The Graduate Committee should particularly consider whether the student’s behavior reflects someone who is suitable for the student affairs profession.
SUGGESTED READINGS/RESOURCES


Association for the Study of Higher Education http://www.ashe.ws/


For more on Bloom’s Taxonomy:

http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
http://cft.vanderbilt.edu/educ/teaching-guides/pedagogica/blooms-taxonomy/

ABOUT THIS MANUAL

The original draft for this manual was written by CSD alumna Amanda Mollet as her Creative Component project.

Significant revisions have been made by subsequent program coordinators, including Dr. John Foubert and Dr. Jesse Mendez, and College Student Development alumni Drew Rizzo and Tara Wright. The current (2015-6) draft of this manual was written by Dr. Zarrina Azizova and program coordinator Tami Moore.

If you have any suggestions, or think that a part of this manual is inaccurate, please contact the current HESA Program Coordinator.

We hope this manual has been helpful—and good luck with your studies at OSU!