

Higher Education Administration Ph.D. Program Bowling Green State University



2018-2019
Student Handbook and Policy Manual

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The Ten Values of Our Community of Scholars

As a learning community, we advance these shared ideals to help create and affirm a culture that encourages personal development, academic and professional integrity, and social action.

We believe that:

Effective learning respects how the forces of the past have shaped our current context, which will help us envision future challenges and opportunities.

The cultural legacy of every person should be appreciated, for it contributes to the human fabric of a global community.

Human dignity is honored through collaboration in the pursuit of educational goals and in practices that show our fundamental respect for others.

The quest for knowledge should be a lifelong process as we seek to fulfill our potential for human development.

Scholars learn best when they are willing to teach and teach best when they are willing to learn.

Our effectiveness is enhanced when theory guides practice and practice informs theory.

Higher education is best served when different approaches to learning are embraced and high expectations of learning are held.

Leadership in a community of scholars respects individuals' own motivations, including the desire to set their own goals.

Human understanding is fostered through the sharing of reflective thought in an atmosphere of appreciation and deliberation.

Human progress is best achieved when we balance the pragmatism of what we can do with the wisdom of what we should do.

The Vision, Mission, Core Values, and Learning Outcomes of BGSU

Vision: Bowling Green State University aspires to be a premier learning community and a national model for developing individuals and shaping the future through learning, collaboration, and personal growth.

Mission: Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty, and staff. Students are prepared for lifelong career growth, lives of engaged citizenship, and leadership in a global society. Within our learning community, we build a welcoming, safe, and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation, and the world.

Core Values: respect for one another, collaboration, intellectual and personal growth, creativity and innovation, and the pursuit of excellence.

Learning Outcomes: intellectual and practical skills (i.e., critical and constructive thinking, communication, and engaging others in action), general and specialized knowledge, personal and social responsibility, and integrate, apply and reflect.

HIED Program Faculty and Staff – 2017-2018

Faculty Members

Dr. Hyeyoung Bang, Associate Professor*	372-4251	hbang@bgsu.edu
Dr. Kenneth Borland, Professor	372-9397	kborlan@bgsu.edu
Dr. Ellen M. Broido, Professor, HIED Graduate Coordinator	372-9391	ebroido@bgsu.edu
Dr. Angela Clark-Taylor, Director of Center for Women & Gender Equity, Ad hoc Faculty	372-8034	aclarkt@bgsu.edu
Dr. Bruce Collet, Associate Professor*, MACIE Program Director	372-7354	colleba@bgsu.edu
Dr. Christopher J. Frey, Associate Professor*	372-9549	cjfrey@bgsu.edu
Dr. Thomas J. Gibson, Vice President of Student Affairs Ad hoc Faculty	372-2147	tjgibso@bgsu.edu
Dr. Amanda Paule-Koba, Associate Professor*	372-7229	apaule@bgsu.edu
Dr. Christina J. Lunceford, Associate Professor, Assistant to the President for Diversity and Inclusion	372-7383	cjlunce@bgsu.edu
Dr. Conor McLaughlin, Senior Lecturer	372-7374	conorpm@bgsu.edu
Dr. Patrick Pauken, Professor* Secretary to the Board of Trustees	372-2550	paukenp@bgsu.edu
Dr. Hyun Kyoung Ro, Assistant Professor	372-7305	hro@bgsu.edu
Dr. Maureen E. Wilson, Professor and Chair CSP Graduate Coordinator	372-7321	mewilso@bgsu.edu

*Primary appointment outside HESA

Departmental Staff

Ms. Alyssa Fyock, HESA Secretary	372-7382	afyock@bgsu.edu
Brittany House, HIED Assistant to the Chair and HIED Graduate Coordinator	372-6016	bhouse@bgsu.edu
Kiara Vance, CSP Assistant to the Chair	372-0381	kiarav@bgsu.edu

This *Student Handbook and Policy Manual* is intended only as a reference guide and does not constitute a contract between the student and Bowling Green State University or the Higher Education Administration Doctoral Program. Official policy is established by the University and the Graduate College and is outlined in the Graduate College catalog. Students are encouraged to pay particular attention to academic information such as time to degree limits and leave of absence procedures. It is the student's responsibility to comply with all current University and Graduate College policies.

Current and previous catalogs are posted at <http://www.bgsu.edu/graduate/catalogs-and-policies.html>

HESA Program Calendar - Fall 2018

August 20-22	Graduate Student Orientation (GSO)
August 22	Cookout @ City Park at 5:30p.m.
August 27	First day of fall classes (BGSU)
September 3	Labor Day, No Classes
September 7	HESA Retreat (9:00a.m. – 2:30p.m.)
September 7	HESA Convocation Olscamp 101B 4:00p.m.
October 25-28	<i>National Association for Campus Activities (NACA) Mid-America Regional Conference, Grand Rapids, MI</i>
October 26	Saddlemire Lecture 10:00am BTSU 201
October 28-30	<i>Great Lakes Association of College and University Housing Officers (GLACUHO) Conference – Bloomington, IN</i>
November 1-3	<i>Association of College Unions International (ACUI) Region 7 Conference- Pennsylvania State University</i>
November 11-13	<i>Student Affairs Administrators in Higher Education (NASPA) IV-East Regional Conference- Milwaukee, WI</i>
November 12	Veteran's Day Observed, No Classes
November 15-17	<i>Association for the Study of Higher Education (ASHE) – Tampa, FL</i>
November 16	New Professionals in Transition Conference 8:00 am – 5:00 pm Olscamp and BTSU
November 21-23	Thanksgiving Recess, No Classes
November 28 - December 1	<i>Association of Fraternity/Sorority Advisors (AFA) Annual Meeting – Indianapolis, IN</i>
December 7	Last day of Fall classes
December 7	HESA End-of-Semester Celebration (6:00p.m.)
December 10-14	Exam Week
December 14	Commencement Ceremony – 7:00p.m. Stroh Center

<https://www.bgsu.edu/education-and-human-development/departments-of-higher-education-and-student-affairs/calendar.html>

HESA Program Calendar - Spring 2019

January 2-23	Winter Session
January 21	Martin Luther King Jr. Day, No winter session classes
<i>January 24-25</i>	<i>Ohio College Personnel Association (ACPA) Conference, Worthington, OH</i>
January 28	First day of spring classes (BGSU)
February 10-12	CSP Interview Days (Session 1)
<i>February 16-20</i>	<i>National Association for Campus Activities (NACA) National Convention – Columbus, OH</i>
February 21-23	HIED Interview Days
February 24-26	CSP Interview Days (Session 2)
<i>February 28-March 3</i>	<i>Oshkosh Placement Exchange (OPE)</i>
<i>March 3-6</i>	<i>ACPA Annual Convention- Boston, MA</i>
<i>March 6-9</i>	<i>The Placement Exchange (TPE) – Los Angeles, CA</i>
<i>March 9-13</i>	<i>NASPA Conference – Los Angeles, CA</i>
March 18-22	BGSU Spring Recess, No Classes
<i>March 24-28</i>	<i>Association of College Unions International (ACUI) Annual Convention – Indianapolis, IN</i>
<i>April 5-April 9</i>	<i>American Educational Research Association (AERA) Annual Meeting – Toronto, Canada</i>
April	Paulsen Lecture (TBA)
May 3	CSP 6890- All groups (1:30 pm)
May 10	Last day of spring classes
May 10	HESA Banquet
May 13-17	Exam Week
May 17	HESA Graduation Celebration—4:30p.m. Olscamp 101 (Friends and families of graduates are invited; all students, not just graduates, are encouraged to participate)
May 17	Commencement Ceremony 7:00p.m. Stroh Center

***For academic calendar see:**

<https://www.bgsu.edu/content/dam/BGSU/provost/documents/resources/academic-calendars/2018-2019.pdf>

Higher Education Administration Program

The Bowling Green State University HIED program emphasizes informed, ethical decision making in the administration of higher education. It is intended to launch its graduates into new arenas and/or higher levels of leadership in colleges and universities. Students take core courses in higher education foundations, administration, governance and organization, law, and postsecondary students in the U.S. The five research courses culminate in a dissertation of original contribution to the knowledge of higher education. Supporting courses in social justice support students' work in diverse higher education environments. The global understanding requirement broadens and diversifies the student's conception of higher education beyond the U.S. and highlights how higher education is influenced by culture and custom. Based on a full-time cohort model, the program is designed to be completed in 3-4 years. Part-time students are able to complete the program in 4-5 years, depending on the course load taken. Full-time students are employed in a variety of program-related graduate assistantships.

HIED Learning Outcomes

Students are expected to integrate and synthesize content across domains. Learning outcomes are achieved through engagement in course work; independent research; employment; co-curricular and professional experiences; and interaction with faculty, peers, and university leaders.



Administration and Leadership in Higher Education

- Understand the history, philosophy, sociology, and law pertaining to governance, administration, and leadership in higher education institutions and systems
- Articulate how higher education is differentiated by mission, sector, curriculum, size, and stakeholders
- Evaluate and apply organizational theories and models to create and lead effective organizations
- Develop effective practices and policies to create socially-just higher education institutions and systems

Postsecondary Students' Learning and Development

- Understand the demographic profile and trends of college students in the U.S.
- Analyze and critique models and theories of student learning and development and understand the cultural factors that influence their creation and use
- Articulate the effect of individual and group differences and similarities on students' learning and development
- Create environments, policies, programs, and services that promote deep learning and foster the success of all students
- Collaborate within and beyond the institution to foster student learning, growth, and development

Diversity, Equity, and Social Justice

- Articulate the experiences of historically underrepresented and marginalized groups in higher education in the United States
- Understand issues of diversity, equity, and social justice in higher education
- Evaluate and create socially just policies and practices in higher education
- Understand a non-U.S. higher education system in the context of its culture
- Understand how U.S. higher education is similar to and different from other higher education systems
- Understand the role of globalization in higher education

Inquiry: Assessment, Evaluation, and Research

- Articulate paradigmatic assumptions that underlie different approaches to research, evaluation, and assessment
- Understand and interpret results from programmatic and institutional data
- Develop expertise in at least one research methodology
- Apply best practices of assessment and evaluation in postsecondary education
- Analyze qualitative and quantitative data to address research questions
- Evaluate the strengths and weaknesses of research and assessment studies
- Create and implement at least one assessment project and one research study

Academic Curriculum

The HIED program requires 64 post-master's credit hours comprised of courses in six areas: core, pro-seminar, research methodology, diversity and social justice, electives, and dissertation. Up to nine credit hours of graduate level coursework may be transferred into the program. Students who have completed a course equivalent to those required by the HIED program may, with the permission of their program advisor and the HIED Program Coordinator, substitute those courses for the required courses and complete an equivalent number of credit hours in elective courses, subject to the nine credit hour limit. Regardless of course substitutions, all students must complete at least 64 post-master's credit hours for the Ph.D. (See "Transfer of Credit" in *Graduate Catalog* for relevant policies.) No more than three courses at the 5000-level can count toward the Ph.D.

In addition to the requirement of the Graduate College to maintain a minimum 3.0 grade point average, a student must earn an A or B in the HIED core and research courses (HIED 7105, 7110, 7120, 7210, 7310, 7510, 7520 and EDFI 7510, 7520, and an advanced quantitative or qualitative methods course. If necessary, a course may be retaken to meet this requirement. This policy is in effect for students admitted Summer 2012 or later.

The 64 credit curriculum is comprised of core, pro-seminar, research methodology, diversity and social justice, electives, and dissertation.

Core Courses

HIED 7105 Foundations of Higher Education 3 credit hours
Social foundations, history, curriculum, and philosophy of higher education

HIED 7110 Governance and Organization of Higher Education 3 credit hours
Missions, organizational structures, and governance of institutions of higher education

HIED 7120 Administration of Higher Education 3 credit hours
Planning, leadership, personnel administration, and facility management in higher education
(Prerequisite: HIED 7110 or consent of instructor)

HIED 7210 Law in Higher Education 3 credit hours
Legal environments of postsecondary institutions, legal processes and analyses, and problems incurred in the administration of colleges and universities

HIED 7310 Postsecondary Students in the U.S. 3 credit hours
Comprehensive overview of postsecondary students in the U.S. from the perspectives of demographic, psychological, and cultural differences; patterns of growth and change during the college years; and the expected educational outcomes of college attendance

Pro-Seminar

HIED 7000 Graduate Seminar in Higher Education: Introduction Seminar 1 credit hour

This one credit course is designed to help students successfully transition and acclimate to doctoral studies in higher education at BGSU and should be completed during the first semester of coursework.

Research Methodology Courses

EDFI 7510 Advanced Quantitative Methods in Education I 3 credit hours

Theoretical and philosophical constructs in research designs and projects; formulation and critique of research proposals; statistical inference and application of selected techniques (basic research designs, chi-square, F-statistics, measures of relationships, covariance analyses, and other topics) (Prerequisite or taken concurrently: EDFI 6410: Statistics in Education or an equivalent introductory statistics course)

EDFI 7520 Advanced Quantitative Methods in Education II 3 credit hours

Continuation of EDFI 7510; second semester of a two-semester course sequence (Prerequisite: EDFI 6410 and EDFI 7510)

HIED 7510 Qualitative Research Problems and Methods in Higher Education 3 credit hours

Paradigms and methods of research in higher education with a comprehensive overview of extant models, including phenomenology, grounded theory, narrative, ethnography, and case study, and their application to problems and practices in higher education

HIED 7520 Issues and Methods of Applied Inquiry in Higher Education 3 credit hours

Research methods used by higher education administrators and application of data or information to the processes of decision-making and policy formulation (Prerequisites: EDFI 7510, EDFI 7520, HIED 7510)

Select an advanced statistics or qualitative research course approved by the HIED program coordinator:

Higher Education Elective Courses

The following courses have been offered by the HIED program as electives. Any graduate-level course at BGSU can be taken as an elective.

EDFI 7010^	Comparative Higher Education	3 credit hours
HIED 7035	Equity and Justice in U.S. Higher Education	3 credit hours
HIED 7330	Women and Gender in Higher Education	3 credit hours
HIED 7340	College and University Teaching	3 credit hours
HIED 7840*	Advanced Readings in Higher Education	1-3 credit hours
HIED 7890*	Higher Education Administration Internship/Field Experience	1-3 credit hours
HIED 7900*	Directed Research in Higher Education	1-4 credit hours
HIED 7970*	Advanced Practicum in Higher Education	1-3 credit hours
CSP 6010	Foundations and Functions of College Student Personnel	3 credit hours
CSP 6020	Theory and Assessment of College Student Development	3 credit hours

CSP 6030	Theory and Assessment of Educational Environments	3 credit hours
CSP 6035	Multicultural Competence in Student Affairs	3 credit hours
CSP 6040	Educational Outcomes of American Colleges and Universities	3 credit hours
CSP 6600	Assessment in Higher Education and Student Affairs	3 credit hours
CSP 6700 [^]	International Study Abroad	1-3 credit hours

[^]This course may also be used to fulfill the programs Global Understanding requirement discussed in detail on page 15.

*A maximum of three credit hours for HIED 7840, 7890, 7900, 7970, or equivalent courses may be included in the degree program.

Dissertation Seminar

HIED 7800 Graduate Seminar in Higher Education: Dissertation Seminar 2 credit hours

This two credit course is designed to help students prepare for the dissertation process and should be completed at the end of coursework. Selection of research topics/methods, selection of committee chairs/members, and steps in the dissertation completion process are emphasized. Full-time students will typically take this course during summer of the second year. Part-time students will consult with their advisor and the HIED Program Coordinator regarding the best timing of the course.

Dissertation Research

HIED 7990 Dissertation Research variable credit hours

A minimum of 16 hours of dissertation research is required for the degree.

Diversity and Social Justice

Six credit hours of coursework must be completed in courses focused on diversity and social justice. Because some BGSU courses are only offered in certain semesters, students are encouraged to begin working with their advisors to develop a diversity and social justice plan as soon as possible.

BGSU offers several graduate certificate programs (e.g., women's studies, ethnic studies). A student could satisfy the diversity and social justice through completion of a certificate program. Graduate certificates are described in the *Graduate Catalog*. Students are reminded that no more than three courses at the 5000-level may be counted toward the Ph.D.

Some diversity and social justice courses include:

COUN 6760	Counseling the Culturally Diverse	3 credit hours
CSP 6035	Multicultural Issues in Higher Education	3 credit hours
CSP 6500	Social Justice Training	3 credit hours
CSP 6700	International Study Abroad	1-3 credit hours
ECON 5400	Women, the Economy, and Society	3 credit hours
EDFI 7010	Comparative Higher Education	3 credit hours
ETHN 6200	Theories of Race Relations, Ethnicity, & Multiculturalism	3 credit hours
HIED 7330	Women in Higher Education	3 credit hours

HIED 7035 Equity and Justice in U.S. Higher Education
WS 6200 Feminist Theory

3 credit hours
3 credit hours

Global Understanding Requirement

The global understanding requirement (GUR) is intended to assist students in developing a holistic perspective of higher education through knowledge of its internal and external constituents within the global community. To complete this requirement students must demonstrate an understanding of a non-U.S. culture (international students must select a culture other than their own) and the effects of that culture on its system of postsecondary education.



Students must work with their program advisors, preferably during their first semester in the HIED program, to develop their plans for completing their global understanding projects. The GUR is approved through the DARS form and must be approved by the HIED Program Coordinator. The GUR must be completed prior to preliminary examinations.

Students may fulfill the global understanding requirement by taking a course for credit, integrating their projects into existing courses, completing an independent study, studying abroad, or completing internships in other cultures. The following are the most common ways in which students have pursued their global understanding of higher education:

- Completion of EDFI 7010: Comparative Higher Education – Analysis of worldwide higher education systems. (This course also may be used as an elective or diversity and social justice.)
- Completion of an international study tour hosted through BGSU abroad, the Department of HESA, or another college or university.
- Completion of an internship abroad through BGSU abroad or the Department of HESA. If students choose this option, they must immerse themselves in the cultures selected for a minimum of one month. This experience may or may not carry academic credit. (BGSU study tours must be taken for credit.)
- Independent study of a particular culture and the influences of that culture on higher education. Perspectives taken may be historical, sociological, religious, economic, etc. This experience may or may not carry academic credit.

Recommended Program Course Sequence for Full-Time Doctoral Students

Program is 64 credit hours. Courses below are 3 credits unless listed otherwise.

Year 1 Summer*	Year 1 Fall	Year 1 Spring
OPTIONAL EDFI 6410: Statistics in Education (if necessary) OR Elective	HIED 7105: Foundations of Higher Education	HIED 7120: Administration of Higher Ed
	HIED 7110: Governance and Organization	HIED 7310: Postsecondary Students in the U.S.
	HIED 7510: Qualitative Research Methods	EDFI 7510 Advanced Quantitative Methods I
	HIED 7000: Professional Seminar (1 credit hour)	EDFI 7010: Comparative Higher Education** or Elective (Optional)
0 or 3 Credits	10 Credits	9 or 12 Credits
Year 2 Summer	Year 2 Fall	Year 2 Spring
HIED 7035: Equity & Justice in U.S. Higher Ed OR Elective	EDFI 7520: Advanced Quantitative Methods II	HIED 7520: Applied Inquiry
Complete Global Understanding Requirement[^]	HIED 7210: Law in Higher Education	Social Justice Course (if necessary)
	Social Justice Course	Elective Course (If necessary/desired)
	Elective Course (If necessary/desired)	Elective or Social Justice Course
3 or 6	9 or 12	9 or 12
Year 3 Summer	Year 3 Fall	Year 3 Spring
Take Preliminary Exam	HIED 7990: Dissertation Research	HIED 7990: Dissertation Research
HIED 7800 Dissertation Seminar	Advanced Qualitative or Quantitative Methods	Final Oral Defense
	Defend Dissertation Proposal	
2	Variable credits#	Variable credits#

** If traveling abroad for the global understanding requirement, students are encouraged to take EDFI 7010 before going, but it is not required. EDFI 7010 is also an option for completing the Global Understanding requirement without any further obligations and can double-count as an elective.

[^] You may complete the Global Understanding requirement with either credit-bearing (e.g., HESA study tour, directed readings, practicum) or non-credit-bearing options (e.g., international practicum not for credit).

Discuss credit hour allocation with HESA chair. Credit hours will vary based on target completion date.

Students wishing to focus their electives on student affairs/college student personnel should discuss that with their advisor. Courses are offered these semesters:

Fall: CSP 6010, CSP 6020, CSP 6040

Spring: CSP 6030, CSP 6035, CSP 6050

The minimum 64 credit hours of coursework are allocated as follows:

Core Courses	15 credit hours
Diversity and Social Justice	6 credit hours
Research Methodology Courses	15 credit hours
Electives	9 credit hours
Pro Seminar	1 credit hour
Dissertation Seminar	2 credit hours
Dissertation Research	16 credit hours

Recommended Program Sequence for Part-Time Doctoral Students

Beginning Summer/Fall 2017 (Evening HIED PhD)

Year 1 Summer*	Year 1 Fall	Year 1 Spring	Year 2 Summer	Year 2 Fall	Year 2 Spring	Year 3 Summer	Year 3 Fall	Year 3 Spring	Year 4 Summer	Year 4 Fall
EDFI 6410: Statistics in Education (if necessary OR another elective)	HIED 7105: Foundations of Higher Education	HIED 7120: Administration of Higher Education	Social Justice Course	HIED 7210: Law in Higher Education	HIED 7510: Qualitative Research and Methods	Social Justice Course	HIED 7530 (Advanced Qualitative Methods) or SOC7130 (Advanced Quantitative Methods)	HIED 7520: Applied Inquiry	HIED 7800: Dissertation Seminar (2 credit hour)	HIED 7990 Dissertation Research (4 credit hours)
	HIED 7110: Governance and Organization	HIED 7310: Postsecondary Students in the U.S.	Elective Course	EDFI 7510: Advanced Quantitative Methods I	EDFI 7010: Comparative Higher Education^ (GUR)	Elective (If Necessary)	EDFI 7520: Advanced Quantitative Methods II		Take Preliminary Exam	
	HIED 7000 Pro Seminar (1 credit hour)									
3	7	6	3 or 6	6	6	3 or 6	6	3	2	4
Year 4 Spring	Year 5 Summer	Year 5 Fall								
HIED 7990 Dissertation Research (4 credit hours)	HIED 7990 Dissertation Research (4 credit hours)	HIED 7990 Dissertation Research (4 credit hours)								
Defend Dissertation Proposal		Final Oral Defense								
Variable credits #	Variable credits #	Variable credits #								
			64							

** If traveling abroad for the global understanding requirement, students are encouraged to take EDFI 7010 before going, but it is not required. EDFI 7010 is also an option for completing the Global Understanding requirement without any further obligations and can double-count as an elective.

^ You may complete the Global Understanding requirement with either credit-bearing (e.g., HESA study tour, directed readings, practicum) or non-credit-bearing options (e.g., international practicum not for credit).

Discuss credit hour allocation with HESA chair. Credit hours will vary based on target completion date.

The minimum 64 credit hours of coursework are allocated as follows:

Core Courses	15 credit hours
Diversity and Social Justice	6 credit hours
Research Methodology Courses	15 credit hours
Electives	9 credit hours
Pro Seminar	1 credit hour
Dissertation Seminar	2 credit hours
Dissertation Research	16 credit hours

Planning a Program of Study

Initial Registration

Upon acceptance into the HIED program, students may register for their initial classes prior to the beginning of the term. Ideally, students should register no later than two weeks before the start of the term.

Degree Audit Reporting System

The key step in planning coursework is securing approval of the Degree Audit Reporting System (DARS) form. The DARS should be filed at the end of the first semester in the program. The DARS form is an official record of the proposed plan of study developed by a student in conjunction with the program advisor. It contains a specific delineation of courses that will be taken, in sequence, to fulfill both departmental and Graduate College requirements for the degree. It should also list additional coursework that may be required by the department to make up any deficiencies.

The DARS must be submitted on the appropriate official form in order to be approved by the Graduate College. A template is provided at:

<https://www.bgsu.edu/content/dam/BGSU/education/higher-education-student-affairs/documents/HIED/New-HIED-DARS-Form.pdf/subassets/page1.pdf>. Once the DARS form has been signed by all parties, it serves as an agreement that successful completion of the proposed course of study and general degree requirements will result in the awarding of the degree. Changes to the DARS form must be approved in advance and updated online via MYBGSU.

Advising Policy

The HIED Program Coordinator serves as the initial (temporary) advisor for all newly admitted HIED students. Within the first semester of coursework, each student should ask a member of the HIED program faculty who has regular graduate faculty status to serve as a permanent advisor. This advisor will work with the student through the preliminary exam and may continue through the dissertation if both the student and advisor agree to that. With the consent of this faculty member, the student informs the HIED Program Coordinator, secretary, and the HIED assistant to the chair that an advisor has been selected. Filing a Degree Audit Reporting System form (DARS), with the advisor's signature, serves as the official designation of the advisor.

The selection of an advisor is typically made based on compatibility and common research interests. Students should take the initiative to get to know each faculty member, especially those faculty members the student does not have for a class, in order to guide this selection. Students should approach the faculty member and obtain explicit consent to be a program advisor. A confirming email to the HIED Program Coordinator for the student's file is sufficient.

The relationship between the student and the program advisor is an in-depth relationship on academic matters from which the student should expect to receive continuing guidance. Students consult with their advisors in selecting courses, GUR, and independent studies, and linking their doctoral program experiences to their personal and professional goals. Each student-advisor relationship is unique and reflects the needs and interaction styles of both individuals. However, students are encouraged to have regular contact with their advisors via informal interactions, scheduled appointments, telephone calls, and e-mail messages.

When an advisor is absent for an extended period (e.g., faculty improvement leave), the student may elect to ask another HIED faculty member with regular graduate faculty status to serve as the advisor temporarily or permanently, depending on the length of time the advisor will be absent and other factors. The selection of a replacement advisor in this circumstance should be made in consultation with the HIED Program Coordinator.

Students are also encouraged to seek the advice of other members of the HIED program faculty in reference to academic, assistantship, professional, or personal matters as they may affect the students' experiences in the HIED program.

A student may change advisors by speaking to the current advisor, asking another HIED faculty member with regular graduate faculty status to serve as the new advisor, and informing the HIED Program Coordinator with the outcome of this process. The HIED Program Coordinator notifies appropriate staff of all advisor changes.

The advisor approves the student's DARS form and oversees the student's successful completion of HIED program requirements including core, research, cognate, and elective courses; the global understanding requirement; and the preliminary examination. The advisor serves as the chair of the student's preliminary examination committee. The advisor may also assist the student in identifying appropriate faculty to chair or serve as members of the dissertation committee. However, the advisor is not necessarily expected to be the chair or a member of the dissertation committee.

The members of the HIED program faculty and their respective research interests are listed below:

- **Dr. Hyeyoung Bang, Associate Professor** (primary academic appointment in the School of Educational Foundations, Leadership, and Policy) – wisdom and ego identity development, Q methodology, and international student acculturation and social adaptability
- **Dr. Kenneth Borland, Professor** – leadership (executive and strategic, philosophy, planning, management, change); decision support (systematic scientific inquiry, institutional research, and assessment)
- **Dr. Ellen M. Broido, Professor** – students with disabilities; social justice allies; racial identity development; diversity education; LGBT issues in higher education; theory and methods of qualitative research
- **Dr. Angela Clark-Taylor, Director of the Center for Women and Gender Equity-** women's and gender issues, first-generation students

- **Dr. Bruce Collet, Associate Professor and MACIE Program Director** (primary academic appointment in the School of Educational Foundations, Leadership, and Policy)– forced migration and education; immigrant education; education and national identity; religious minorities and secular schooling; globalization and education, critical multiculturalism/multicultural education; community-based participatory research
- **Dr. Christopher J. Frey, Associate Professor** (primary academic appointment in the School of Educational Foundations, Leadership, and Policy) – comparative histories of Indigenous schooling; colonial schooling in imperial Japan - Ainu education; minority, immigrant and colonial education; cross-cultural teaching; and geography of education
- **Dr. Christina J. Lunceford, Associate Professor, Assistant to the President for Diversity and Inclusion** – student affairs preparation; organization and community development through educational partnerships; leadership development
- **Dr. Conor McLaughlin, Senior Lecturer-** leadership, privileged and majoritized identities creating equitable and just environments
- **Dr. Patrick Pauken, Professor, Director of School of Educational, Foundations, Leadership and Policy (EFLP), and Secretary to the Board of Trustees** (primary academic appointment in the School of Educational Foundations, Leadership, and Policy) – education law (K-12, higher education, special education); academic freedom; students’ rights; intellectual property; moral leadership; and professional ethics
- **Dr. Amanda Paule-Koba, Associate Professor (primary academic appointment in Sport Management)- issues in intercollegiate sports, Title IX/gender equity, academic clustering, recruiting in college athletics**
- **Dr. Hyun Kyong Ro, Assistant Professor** – college student experiences and outcomes; program assessment and evaluation in higher education; quantitative research methodologies; science, technology, engineering, and mathematics (STEM) education
- **Dr. Maureen E. Wilson, Professor and HESA Chair** – professional socialization and identity, normative structures in student affairs, professional practice in student affairs; college students and their development; college teaching

Monitoring Progress toward the Degree

The purpose of monitoring a student's progress toward the degree is to ensure that the student receives frequent feedback regarding three important areas:

1. progress through the degree program
2. professional strengths on which to build
3. any deficiencies/weaknesses to address

The program faculty meets each semester to review the progress of each student enrolled in HIED coursework during the previous academic year. By using a review committee composed of the entire program faculty, each advisor is in a position to form a comprehensive picture of students' strengths and deficiencies. The items typically reviewed include GPA, academic

achievement in coursework, and progress toward degree completion. Based on the discussion, the program advisor will provide oral feedback to advisees.

To remain in good standing, a doctoral student must make satisfactory progress toward the degree. The Graduate College defines satisfactory progress as the:

1. maintenance of a 3.0 grade point average;
2. no incomplete grades in graduate coursework;
3. completion of departmental requirements other than coursework, such as preliminary examinations and dissertation research by established deadlines; and
4. absence of any suspensions, probation, or other disciplinary sanctions for violations of the BGSU Student Handbook

In addition to these Graduate College requirements, students must earn an A or B in the HIED core and research courses (HIED 7105, 7110, 7120, 7210, 7310, 7510, 7520, 7800; EDFI 7510, 7520, and SOC 7130) to remain in good standing.

A doctoral student who is not in good standing and not making satisfactory progress toward the degree is subject to dismissal from the HIED program and the Graduate College. The Satisfactory Progress policy is under development and will be shared with students during the Fall 2018 semester.

Preliminary Examination Process

As the doctoral student nears the end of coursework as listed on the DARS, a preliminary exam committee will be formed and permission to sit for the preliminary examination should be requested via the *Preliminary Examination Application/ Report for Doctoral Students* form.

The preliminary exam committee administers the preliminary examination. The preliminary exam committee consists of a minimum of four (4) faculty members:

- Three HIED program faculty members (one of whom can be a HIED affiliate faculty member); other than the chair, the committee members are determined by the department.
- Graduate faculty representative – this committee member is from outside the HIED program, is appointed by the Graduate College (see the *Graduate Catalog* for explanation), and serves on both the preliminary exam and dissertation committees.

The student's program advisor works with the preliminary exam committee to obtain their signatures on the preliminary examination form documents. The Graduate College appoints the graduate faculty representative after the application to take the preliminary examination is filed with the Graduate College.

The *Preliminary Examination Application/ Report for Doctoral Students* form must be completed and filed with the Graduate College to be eligible to sit for the preliminary examination. *It must be filed at least four weeks prior to the date of the examination.* It is the student's responsibility to ensure that the form is completed and filed with the Graduate College at the appropriate time. Upon

approval of the form, the student and committee members will receive a memo from the Graduate College.

Preliminary Examination Guidelines

General Description

The purpose of the doctoral preliminary examination is to assess, upon completion of coursework, student's ability to integrate practice and scholarship. The doctoral preliminary examination is integrative in nature, requiring the student to analyze and synthesize information, demonstrate knowledge of the literature and research, and make connections between courses. Per BGSU's Graduate College policy, the preliminary examination consists of both written and oral phases.

Timing

The preliminary examination will be scheduled in accordance with student readiness and faculty resources, but shall not occur prior to completion of all required courses (core, research, electives, diversity and social justice, and global understanding requirement) EXCEPT the final advanced research methods course. Students can choose to sit for the preliminary examination in May, August, or October. Any exceptions to this must be approved by the HIED Program Coordinator.

Structure

Case Study Examination

The preliminary exam committee will distribute the examination to the student and the student may select the location to complete the examination. The students will have from Friday 8am to the 2nd Monday at 8am (e.g., 10 consecutive days) to write a 20 – 25-page (not including cover page, references, and a one page executive summary) response to a case study administered by the preliminary exam committee.

- The student may consult written and electronic resources to construct responses to the examination. These sources must be carefully documented with appropriate citations and references using APA style. Consultation with or assistance by other persons is prohibited. Examination responses should demonstrate mastery of content and are expected to be well written and free of content, typographical, grammatical, APA, and other errors.
- The preliminary exam committee may choose to administer the examination using an electronic delivery system (e.g., e-mail or Canvas course shell). If receiving and/or returning any examination component electronically, the student is held to the same deadlines as though the examinations were retrieved and submitted in person by hard copy.
- Upon completion of the written portion of the case study, students are to prepare for the oral defense. Students are to prepare a 15-minute presentation about the written portion of the preliminary examination.

Evaluation of the Preliminary Examination

The student's preliminary examination committee is responsible for evaluating the examination. The committee may ask another member of the faculty to read the question and respond from the perspective of their specialty area. The committee members should determine the limits of their expertise and whether additional readers are needed to evaluate details regarding specialized content knowledge. However, it is ultimately the members of the student's preliminary examination committee who will determine whether a student has successfully passed the examination. All members of the committee will read the written response to the case study.

By an agreed upon deadline, each reader will provide evaluative comments for each response to the committee chair. Feedback on the written examination will be provided to the student by the chair of the preliminary examination committee prior to the oral defense.

The oral defense will be held following completion of the written examination. Normally, the oral defense will take place two weeks after completion of the written examination. However, faculty may not be available during the summer for an oral defense. If this is the case, a student may write the examination during the summer and delay the defense until committee members are on contract and available in the fall semester.

In the oral defense, the student will give a 15-minute presentation and undergo a 45-minute question and answer with the preliminary exam committee. The preliminary examination committee members may ask questions related to any aspect of the student's doctoral program that they deem appropriate. However, the major focus of the discussion should be on the written response to the preliminary examination questions.

After the oral defense has been completed, the preliminary examination committee will determine whether the student has successfully passed the examination and will report the decision to the student, the HIED Program Coordinator, and the Graduate College. For a student to pass the preliminary examination, the committee must either cast a unanimous vote in favor of passing or a passing vote with one dissent. The student should bring a photocopy of the *Preliminary Examination Application/Report* form to the oral defense. Committee members will have already signed the application portion of the form and original signatures will then be recorded on the report portion of the form at the conclusion of the oral defense. The form should be given to the HESA secretary who will provide a copy of the signed form to the student, put a copy in the student's file, send an electronic copy to the advisor, and file the form with the Graduate College.

The committee may also vote to pass the student with conditions. If the student is passed with conditions, the conditions must be met before the examination is recorded as satisfactory. If the student is required to rewrite a portion of the exam, the conditions for doing so must be documented in writing with a copy placed in the student's departmental file. The committee will determine the deadline for fulfilling the conditions; the period should not exceed one month following the oral defense and may be less than that.

Reexamination

If the student fails the preliminary examination, consistent with Graduate College policies, the committee may recommend a second examination after a lapse of six months or more. The student will be dismissed from the doctoral program if the second examination is failed.

Appeal

The student's preliminary examination committee will make the decision about the student's performance on the examination. The student may appeal to the HESA chair or the HIED program coordinator an unfavorable decision caused only by errors of fact or procedure. The appeal may not be based on extant personal or academic circumstances that the student feels may have influenced performance on the examination. Such issues could and should be made known in advance of the administration of the examination. If extenuating or unforeseen circumstances such as personal illness or death in the family occur prior to writing an exam, the student should contact the advisor immediately to negotiate a postponement of the preliminary examination.

Dissertation Research Process

The 2015-2016 *Graduate Catalog* states, "The dissertation is a mature piece of writing embodying the results of significant research by the student in a specialized area" (p. 46). This original research effort focuses on a topic closely related to higher education in an area of particular interest to the student and the dissertation chair. The research may be conducted using any epistemological paradigm (e.g., post-positivist, constructivist, critical, post-structured, pragmatic), research methodology (e.g., survey, quasi-experimental, casual-comparative, historical, legal, narrative, phenomenology, case study, mixed method, etc.), and suitable methods of data collection and analysis.

Dissertation Research Credits and Registration

Students must register for a minimum of 16 credit hours of dissertation research (HIED 7990). The appropriate number of dissertation hours for each semester should be determined in consultation with the student's dissertation chair. The number of hours for which the student is enrolled in dissertation research in any semester should accurately reflect the work performed. Dissertation hours are graded each term on a Satisfactory/Unsatisfactory basis.

Once students register for dissertation research, they are required to maintain continuous registration in dissertation research for at least one credit hour from one semester to another, regardless of whether they are in residence, until the research is completed and the dissertation is accepted by the Graduate College. Students are not required to register for dissertation research during summer sessions unless they use university services or apply for graduation. The only exception is if all degree requirements have been met by 5:00 p.m. on the first day of classes in the semester of graduation.

Selection of Dissertation Chair

The student requests a dissertation chair based on the strength of the relationship between the student and the faculty member and the expertise, knowledge, and/or interest of the faculty member in the student's dissertation topic area. The chair guides the student through the dissertation process.

The program advisor and the dissertation chair are not necessarily the same person. A student may work with one program faculty member as a program advisor and yet select another program faculty member to be the dissertation chair.

Dissertation Committee

Once a dissertation chair is selected, the student should work with the chair to discuss the composition of the committee. The student will contact the two individuals identified to serve as the additional program faculty members to determine their willingness to serve on the dissertation committee. Other than the graduate faculty representative, they may but do not have to be the same faculty who served on the preliminary exam committee. Students may also elect to have faculty members from another academic area on their dissertation committee because of some particular methodological or disciplinary contribution. Although there is no maximum committee size, students should keep in mind that a large committee is cumbersome and may make it more difficult to complete the dissertation process.

The dissertation committee consists of a minimum of four (4) faculty members:

- Chair (must be a member of the HIED program faculty)
- Two additional members of the HIED program faculty
- Graduate faculty representative – this committee member is from outside the HIED program, is appointed by the Graduate College (see the *Graduate Catalog* for explanation), and serves on both the preliminary exam and dissertation committees

The dissertation committee is established via the *Thesis/Dissertation Topic Approval* form that is signed at the dissertation proposal meeting (described below).

With approval of the Graduate College, the committee membership may be changed, with the exception of the Graduate College representative, by mutual consent of the student and the dissertation chair.

Selection of Dissertation Topic

The selection of a dissertation topic is typically made by the student sometime during the completion of his or her coursework, often in the context of the dissertation seminar (HIED 7800) during the second year of study. The determination of the actual topic is the result of a narrowing process that starts with a general area of interest and becomes more focused through discussions with the program advisor and faculty members with expertise in the area and as a result of the student's review of the literature and research. Formal approval of the dissertation topic cannot occur until after the student has passed the preliminary examinations.

Dissertation Proposal

The dissertation proposal is often considered a preliminary or condensed version of the first three chapters of the dissertation: the statement of the problem, review of the literature, and design of the study. However, variations in the contents may be necessitated by the topic or

methodology chosen. The student should work closely with the dissertation chair and other committee members in developing the proposal.

A two-credit-hour dissertation seminar (HIED 7800) is provided to assist students in preparing for the process of choosing a topic and developing the proposal. Students will enroll at the completion of coursework.

After the dissertation chair and the student have concurred that the dissertation proposal is comprehensive and well developed, the dissertation proposal is distributed to the committee members for review. This distribution should take place at least two weeks prior to the meeting at which the proposal will be officially presented for approval. This meeting, referred to as the proposal defense, will be called by the dissertation chair. The student, as well as all members of the committee, must be present to discuss the merits of the proposal. The student may attend the proposal defense meeting via conference or video call if they reside at a distance from Bowling Green, OH.

Approval of the proposal is verified via the *Thesis/Dissertation Topic Approval* form available on the Graduate College website. The student should bring this form to the proposal defense and the committee chair and members as well as the HIED Program Coordinator sign the form when they agree to proposal. *No data for the dissertation may be collected prior to receipt of a letter from the Graduate College confirming that the dissertation topic and committee have been approved. This approval is not granted until the research has been approved by the BGSU Human Subjects Review Board if that approval is required.*

Students are advised to begin using the templates provided on the Graduate College website (<http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.html>) while writing the proposal to avoid excessive formatting issues close to the deadline for submission.

BGSU Institutional Review Board Approval

If required (as noted on the *Thesis/Dissertation Topic Approval* form), students must submit the *Application for Approval of Research Involving Human Subjects* that is available through the Office of Research Compliance website (<https://www.bgsu.edu/research-economic-development/office-of-research-compliance.html>) and have a letter confirming approval prior to beginning data collection for the dissertation. Students must participate in IRB training and submit applications via IRBNet. Students should not upload any materials to IRBNet without prior approval from the dissertation chair.

IRB approval is granted for 12 months and studies lasting longer need approval before continuing. Students are responsible for securing and maintaining IRB approval. The Graduate College must have record of current IRB compliance in order to clear a student for graduation. *A copy of the IRB approval must be included as an appendix in the dissertation.*

Candidacy

Securing official approval for a dissertation topic qualifies the student for doctoral candidacy (along with completion of the global understanding requirement and passing the preliminary examination). Official approval is indicated by the committee members' and dissertation chair's signatures on the *Thesis/Dissertation Topic Approval* form and subsequent approval by the dean of the Graduate College. A memo is sent from the Graduate College once IRB approval is granted. At this point, a student has achieved the formal status of doctoral candidate. Candidacy must be achieved at least six months before the degree is conferred. A student working on an approved topic for a doctoral dissertation is required to register for and maintain continuous registration in Dissertation Research (HIED 7990). *Students must await receipt of the topic approval letter from Graduate College before commencing research.*

Dissertation Defense

A final oral examination, also known as the dissertation defense or presentation, will be conducted by the dissertation committee in a public setting at the completion of the dissertation. The defense covers the dissertation and may include questions related to the student's overall program of study. The student is required to publicize the date via the HIED listserv and the Graduate College Academic Agenda approximately three weeks before the final examination is to be held. (An announcement to the CSP listserv is encouraged, but not required.) Program faculty and other graduate students in HESA are encouraged to attend.

Copies of the dissertation draft must be given to the members of the dissertation committee at least two weeks prior to the scheduled meeting. Although it is desirable to have all members of the dissertation committee concur that the student passed the oral examination and has produced an acceptable manuscript, a student may pass with one dissenting vote. A student must be registered for at least one credit of HIED 7990 at the time the student takes the final oral examination.

If a student does not pass the dissertation defense, the student may schedule a second oral examination upon the recommendation of the dissertation committee four months or more after the date of the first examination. No student is permitted to schedule more than two oral examinations. Failing two oral defenses of the dissertation will result in a request for the student to be dismissed from the HIED program.

The student should bring the *Thesis/Dissertation Defense and Manuscript Approval Form* to the defense for signatures.

Conferral of Ph.D. Degree

Formal application for graduation should be filed according to the deadlines published by the Graduate College for the semester in which the student intends to graduate. An error-free copy of the completed dissertation (including all corrections required by the committee) and the final report (EDT approval/submission form) must be deposited according to the deadlines published by the Graduate College for the semester the degree is to be conferred. The Graduate College website should be consulted for all specific deadlines

(<http://www.bgsu.edu/graduate/graduation/degree-candidates-deadlines.html>). Please note the graduation application fee will not be refunded if the student fails to meet the deadlines for completing the degree and a new application must be filed for the following semester.

Electronic Submission of Dissertation

Students must follow all BGSU and Graduate College requirements regarding the electronic submission of the dissertation and meet all posted deadlines in order to graduate. Guidelines for this process are detailed at <http://www.bgsu.edu/graduate/thesis-and-dissertations/submission-and-approval-of-your-manuscript.html>. Help with submitting the PDF of the dissertation to OhioLINK is available through the Student Technology Assistant Center (STAC) in Jerome Library.

The process for electronic submission is very detailed and can be very time-consuming. Students should allow ample time to complete the process well in advance of the deadline. Students may not upload the final dissertation prior to final manuscript approval by the dissertation chair and HIED Program Coordinator.

HIED Stipend and Scholarship Policy

Full-time students who remain in good academic standing and make adequate progress toward the degree will typically receive three years of funding including a stipend and scholarship that covers most tuition fees. Scholarships may vary and will be made clear at the time of the offer of admission and/or assistantship. For the first year, the scholarships will cover some or all of the instructional (i.e., tuition) and non-resident (i.e., out-of-state) fees. After the first year, scholarships will not cover the non-resident fee. Students may become Ohio residents or pay the non-resident fee. International students who are unable to become Ohio residents may continue to receive a scholarship that covers the non-resident fee.

For students beginning the program full-time, tuition scholarships and stipends for a fourth year are contingent upon (1) an adequate departmental allocation, (2) the student having passed the preliminary exam, and (3) having an approved dissertation proposal within 12 months of completing coursework.

For students who begin part-time and become full-time students, scholarships and stipends will be negotiated with the chair based on credits earned. These students will be held to the same standard of passing the preliminary exam and having an approved dissertation proposal within 12 months of completing coursework.

Students are not eligible for more than four years of funding, except in extenuating circumstances approved by the chair.

If the student resigns or is removed from the assistantship or takes on additional paid duties without prior approval of the HESA chair, the stipend and tuition scholarship will be discontinued.

Graduate Assistantships

Graduate assistantships for full-time HIED doctoral students are available through the HIED program and various BGSU administrative offices. These positions provide a stipend, partial tuition scholarship, and an opportunity to acquire valuable experience. The majority of graduate assistantships are half time, nine-month positions, requiring an average of 20 hours of work per week. Some summer assistantships are available and those opportunities are announced or negotiated with the assistantship supervisor. Renewal of assistantship contracts is possible. An approved *DARS* should be filed prior to processing the second year GA contract. To retain an appointment, graduate assistants must make satisfactory progress toward a degree, and must perform duties satisfactorily according to the terms of the appointment.

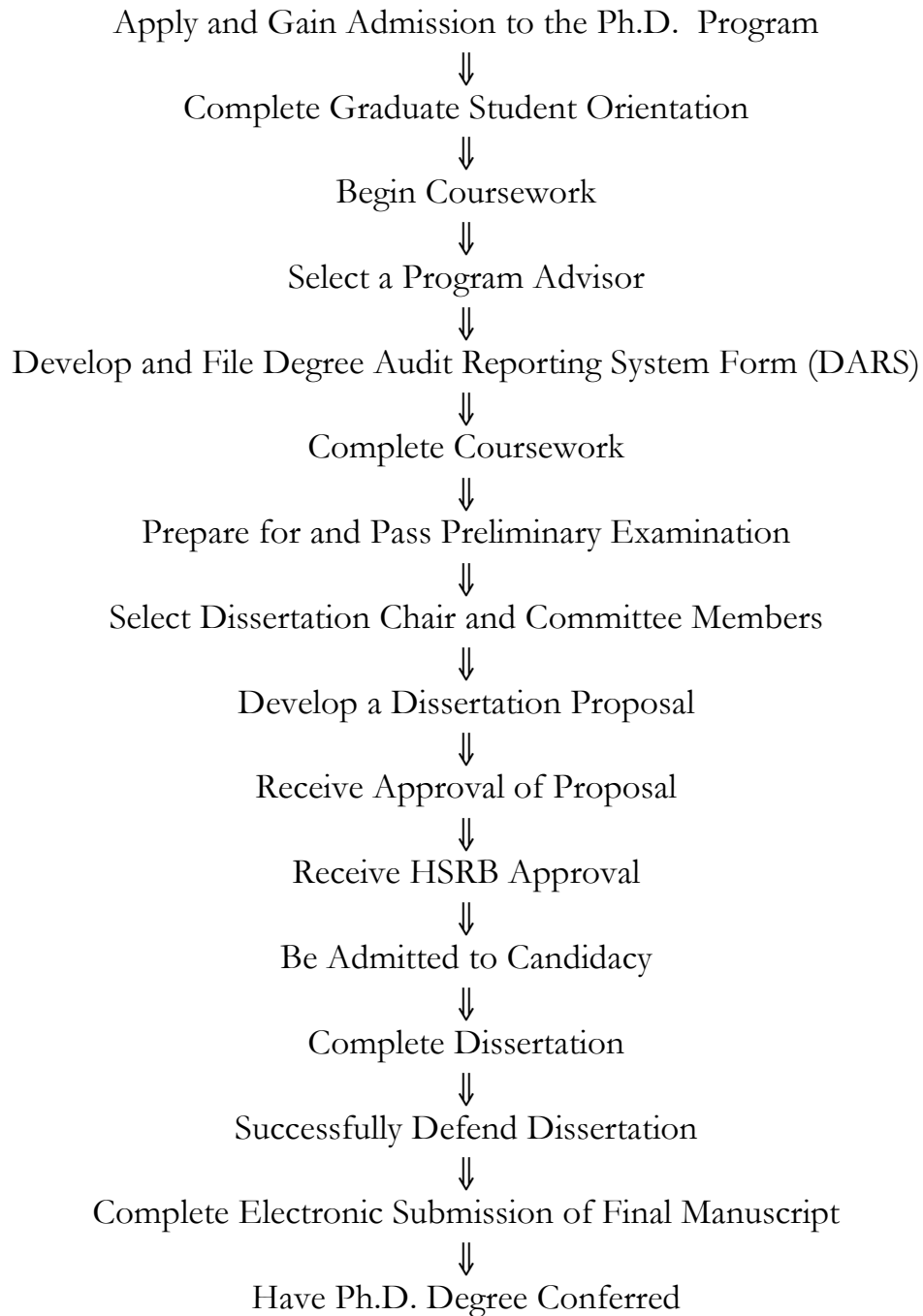
It is expected that students will apply for an assistantship only if they are free to accept it and will fulfill the complete contracted term for which the assistantship has been granted. In accordance with a resolution adopted by the major graduate schools in the country, students are not required to accept an initial offer of an assistantship before April 15.

Petition for Exemption from Requirements

A student may petition the program faculty for relief from any policy included in this manual or the *Graduate Catalog*. The petition should be initiated by the student and approved by the advisor. The program faculty will review the petition, collect pertinent information, and decide on the request. If the petition deals with a Graduate College requirement, the HIED Program Coordinator will make a recommendation on behalf of the program faculty to the dean of the Graduate College. In the event that the decision reached by the program faculty is unsatisfactory to the student, an appeal may be made by following established Graduate College procedures as written in the current Graduate Catalog.

<http://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Appeals-policies.pdf>

16 Major Steps to Degree Conferral



Note: Most forms required by the University and Graduate College are available at <http://www.bgsu.edu/gradcoll/documents/index.html> and/or <http://www.bgsu.edu/colleges/edhd/hesa/page58316.html>.

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B O W L I N G G R E E N S T A T E U N I V E R S I T Y

Higher Education Administration Ph.D. Program
Department of Higher Education and Student Affairs
Bowling Green State University
310 Education Building
Bowling Green, OH 43403-0244
Phone: 419.372.7382
FAX: 419.372.9382

<http://www.bgsu.edu/hesa>