



CSPA POLICY MANUAL

Revised Summer 2019

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Introduction to the CSPA Program at Illinois State University

Welcome to the CSPA Family! By enrolling in our program at Illinois State University you are joining a tradition of excellence dating back to 1994 when our program began! Our alumni are in over 80% of states with a job placement rate near 100%! Students come from 30 different states and a number of different nations to study college student personnel administration! Our graduates work in programs across the nation in positions such as residence life, student activities, academic advising, leadership programs, orientation, judicial affairs, multicultural offices, fraternity and sorority offices, and many other functional areas!

This book is designed to help support you, in conjunction with our faculty and staff, from application to graduation! As such, it is the responsibility of all students enrolled in the Master of Science degree in College Student Personnel Administration (CSPA) program to know and abide by the rules and procedures in this manual, along with any university regulations/deadlines related to graduate studies at Illinois State University.

The curriculum for the CSPA program has been designed by the faculty to help prepare you for an exciting and rewarding career in student affairs. As such, the curriculum has been developed based on a foundation of research, and an eye toward national standards, such as those delivered by the Council for the Advancement of Standards (CAS) as well as NASPA – Student Affairs Professionals in Higher Education and ACPA – College Student Educators International.

We are excited to learn with you during your time at Illinois State University and beyond!

Department of Educational Administration and Foundations

Mission Statement

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education.

Our programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles. Annually at the EAF GALA, we recognize the achievements of current students, alumni, and friends of the department.

Our students will engage in collaborative learning about

- Educational policy
- Interpersonal skills and group processes
- Instructional, clinical, leadership, and management processes
- Transformative leadership of creative educational systems
- Professional and ethical practice in education
- Social and cultural foundations of education
- Scholarly research

College Student Personnel Program

The Master's Degree in College Student Personnel Administration (CSPA) concentration trains candidates to succeed in entry- to mid-level student affairs positions in two-year and four-year public and private colleges and universities. Graduates will be qualified to serve as administrators, advisors, and programmers in areas as diverse as residential life, activities, admissions, advising, service and leadership, orientation, multicultural programs, student conduct, fraternity and sorority life, and assessment. Coursework includes classes in student development theory, the law as it relates to college students, and counseling college students.

Program Features

- Full-time enrollment recommended, but program is flexible enough to accommodate part-time students.
- Comprehensive training through classes and practical experiences in developmental issues in higher education and student services, as well as effective management of personnel, resources, and facilities.
- [Assistantship opportunities available both years.](#)
- Cohort size limited to 25 students per year.
- Membership in the [Student Affairs Graduate Association](#) (SAGA), a registered student organization.
- Program includes recent graduates, career enhancers, and higher education professionals seeking a graduate degree.

Program Learning Outcomes

A master's degree graduate with the CSPA degree will have the knowledge and skills necessary to:

- be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services;
- be committed to the continual education, growth, and understanding of college students;
- facilitate the success of college students and staff through effective management of personnel, resources, and facilities;
- work successfully in student service settings at 2- and 4-year colleges and universities;
- fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education;
- assess, evaluate, and improve student services in colleges and universities.

CSPA Program Staff

CSPA Program Coordinator(s)

The CSPA Program Coordinators are responsible for marketing, recruitment, curriculum development, program assessment, development of graduate assistantship opportunities (including writing grants annually for off-campus sites), alumni relations, programming, advising SAGA, professional mentoring, development/fundraising, and assisting with the admissions process. The Program Coordinators are responsible for providing vision and direction to the program and carrying out the major operations associated with an academic/professional graduate program in student affairs.

CSPA Program Advisor

The CSPA Program Advisor is responsible for responding to all admissions inquiries and overseeing the admissions process, academic and professional advising, academic policy implementation, attending Graduate Coordinator meetings, and conducting exit interviews. The Program Advisor is the primary liaison between the Graduate School, the University, and the CSPA program when policy or academic concerns arise.

CSPA Program Faculty

Tenure-track/tenured and adjunct faculty who teach in the CSPA program comprise the Program Faculty. This group serves as ex-officio members of the CSPA Advisory Board and meets periodically to discuss curriculum, review assessment data, and provide input to the Program Coordinators.

CSPA Advisory Board

Comprised of senior student affairs officers, graduates of the CSPA program, and CSPA program faculty, this advisory group meets up to two times each year. Their main purpose is “to advise the program coordinators and faculty in the College Student Personnel Administration (CSPA) master’s degree program on matters pertaining to the recruitment and preparation of student affairs professionals and to assist with development and maintenance of a relevant and quality program curriculum.” (CSPA Advisory Board Purpose and Goal Statement, revised 2014).

Admission Process and Policies

Admission to the CSPA master's degree program is cohort based. Annually, we recruit and select a group of up to 25 students or as resources allow. Admission is highly competitive, so periodically we have a waiting list. In order to meet cohort goals, we may also accept new applicants after the preferred application deadline.

Qualifications

Applicants who wish to enroll as a full-time student must have a minimum GPA of 3.0 on a 4-point scale (either cumulative or in the last 60 hours of coursework), and extensive leadership experiences in a college/university setting. Students wishing to enroll as a part-time student who have 5 years of experience working with young adults may apply with a GPA less than a 3.0 on a 4-point scale.

Enrollment

Full-time master's degree students in CSPA are admitted in the Fall semester only. There is no advantage for a full-time student to begin earlier based on course sequencing. Part-time students, classified as those currently working in an institution of higher education, may be admitted for either Fall, Spring, or Summer semesters.

Part-time students

Part-time students must be currently employed at a college or university in an area that can be used as a learning laboratory to apply material learned in class. A minimum of 2 years related student affairs work prior to being admitted is preferred.

Application process

The application process is two-tiered. First, applicants apply to Illinois State University (ISU) and Educational Administration and Foundations (EAF) department. To apply to ISU, students complete an on-line application and pay the application fee, and provide a copy of transcripts from all colleges/universities attended. To apply to EAF, students submit an essay, a resume, and two letters of reference. All materials must be received before the application is considered complete.

GRE: The University requires students who have less than a 3.0 GPA on a 4-point scale (cumulative or in the last 60 hours) of a bachelor's degree to submit a GRE score. A waiver of the GRE can be used for students who graduated college more than 5 years prior to application.. The GRE requirement still applies for traditionally aged applicants, understanding that a 3.0 cumulative GPA is required to hold a graduate assistantship at ISU.

Admissions process

All completed applications are reviewed by the CSPA Admissions Committee. Based on the written materials, a select number of applicants are invited for a Program Interview that is conducted either face-to-face, Zoom, or telephone. Based on the written application materials

and the program interview, students are *recommended for admission* and invited to the GRAD Days program.

GRAD Days: Applicants who are invited to GRAD Days have been recommended for admission by the CSPA Admissions Committee pending their acceptance of a graduate assistantship.

GRAD Days is a two-day program that gives applicants the opportunity to meet CSPA faculty, be academically advised, attend a CSPA class, tour the campus and community, meet current students in the program, and to interview for multiple graduate assistantships.

Visiting students

Students must be admitted to the CSPA program prior to enrolling in courses as we do not allow visiting students or students-at-large to enroll. A faculty member may permit an admitted student from another program to enroll in a class if there is space available.

Transfer students/courses

We do accept transfer students from other graduate programs. For these students up to a maximum of 9 credit hours may transfer per University policy. These students follow the same admissions requirements and procedures (including program interviews) as regularly admitted students. ISU graduate students changing programs to CSPA may do so by requesting a “change of major” once the student meets the standard admission requirements (application and interview) of the CSPA program.

Degree Program Options & Policies

There are three options for degree completion in the CSPA master's program. The first option, which most of our full-time students follow, is the traditional 42 credit hour, 5 semester program. This option is most common and allows for 2 practica, 2 electives, and the capstone seminar (EAF 482.01). Full-time students take 9 credit hours in the fall and spring semesters, and 6 credit hours in the summer.

The second option is the comprehensive exam route which consists of 36 credit hours and is for part-time students who have been recommended by the faculty. This sequence includes one practicum and 2 electives. The capstone experience in this sequence is a comprehensive exam as developed by the faculty. Part-time students take 3 or 6 credit hours each semester they are enrolled based on their work schedules and their plan of study.

Finally, the thesis option is chosen by few students and requires 36 credit hours plus the completion of a thesis which typically adds an additional year to the program. There is also one practicum and 2 electives taken in this option.

Comprehensive Exam Option (Spring 2019):

The comprehensive exam option is available only for part-time students who are recommended by the faculty and must be taken in the last semester of course work or in the final semester before graduation. If the student takes the comprehensive exam after completing all other courses, then the student must enroll in 1 credit hour of EAF 400 (independent study).

This exam requires writing a reflective research-based paper that documents the student's learning, grounded in the literature, over the course of their time as a student in the CSPA master's degree program. Over the course of writing this exam, the student will meet with the Program Coordinators at least two times, to be arranged, to review your progress.

The project will be comprised of two parts.

1. A retrospective look at specific learning experiences
 - a. *Reflections on five courses completed during the CSP program.* In this section of the portfolio, you will be asked to select five courses. For each course, please provide analyses of at least three major insights gained through participation in the course. You should describe each insight in approximately 500 words, showing how the insight derived from the literature in that course how it is tied to the learning goals of the CSPA program (listed on the next page). Please be sure to reference the literature throughout.
 - b. *Reflections on applicable employment in the past 5 years.* In this section of the portfolio, you will be asked to identify employment experiences in the past five years that have contributed in some way your learning in student affairs. For each employment experience, please provide brief analyses of at least three major insights gained through each employment experience. You should describe each insight in approximately 500 words, showing how the insight derived from the

work and how it is tied to both the literature you have studied throughout the program and the learning goals of the CSPA program. Please be sure to reference the literature throughout.

2. A reflective paper (15 – 25 manuscript pages in length). The paper should have the following components:
 - a. *Autobiography*. You should explain the journey that led you to enter the student affairs profession, well as the expectations you had of student affairs work when you began the CSPA program. Connect your experiences to the research and literature from classes throughout the program.
 - b. *Self-appraisal of strengths and weaknesses*. Referring to specific reflections in Part I of the portfolio, please offer an assessment of your strengths and weaknesses in each of the CSP learning goals.
 - c. *Concluding observations*. Drawing on the literature from classes throughout the program, please provide a tentative plan for ongoing professional development that will address weaknesses identified in part “b” above.

Thesis Option

A thesis is a substantial research project that generally requires two to three semesters to complete. This project is to be conducted in conjunction with a thesis advisor, who must be a tenured or tenure track faculty member in the CSPA program. The topic [must be approved](#) by the thesis committee which is to consist of at least two faculty members in the CSPA program, as well as one other faculty member from Illinois State University.

University regulations require that members of the committee conform to the following:

- at least the chair and a majority of all members hold full membership on ISU Graduate Faculty
- the majority of members come from the student's department/school

College Student Personnel Administration Pathways

Thesis Option	Comprehensive Exam Option	Capstone Course Option	Courses		
Hours Required			Year 1		
3	3	3		428.01	Foundations of Student Affairs Work
3	3	3		461	Student Development in Higher Education
3	3	3		462	Organization & Administration of Student Affairs Functions in Higher Education
3	3	3		463	College Students and Their Cultures
3	3	3		484	Administration of Continuing Education & Public Service
			Year 1 or 2		
3	3	3		410	Research Methods/Statistics in Ed 1
3	3	3		466	College Students and the Law
3	3	3		473	Organization and Administration of Community Colleges
3	3	6		464	Practicum in College Student Personnel Administration
6	6	6			Electives (with advisor approval)
			Year 2		
3	3	3		467	Issues & Skills for Counseling College Students
0	0	3		482.01	Capstone Seminar in College Student Personnel Administration
3-6	0	0			Thesis Hours
39-42	36	42			Total Hours Required

Core Classes

EAF 410: Research Methodology and Statistics in Education

The development of basic skills required in the understanding, planning, and executing of a research study; introduction to analysis of quantitative and qualitative data.

EAF 428.01: Topics in Educational Foundations: College Student Personnel History and Philosophy

Intensive inquiry into the educational significance of problems generated by philosophical, comparative, or historical issues in regards to college student personnel.

EAF 461: Student Development Theory in Higher Education

Introduction to the relevant developmental theories and how they are applied in student affairs settings on college campuses.

EAF 462: Organization & Administration Student Affairs Functions in Higher Education

Introduction to the services, programs, staffing and policies offered in student affairs areas on college campuses.

EAF 463: College Students and Their Cultures

Overview of different campus cultures from a developmental, historical, and philosophical perspective, and the types of students within them.

EAF 464: Practicum in Student Personnel Administration

Supervised work experience in a student services' office, department, or related area in a higher education setting. May be repeated.

EAF 466: College Students and the Law

Legal concepts, issues, and court decisions affecting college students and implications for student personnel administrators in higher education.

EAF 467: Issues & Skills for Counseling College Students

Introduction to issues and structured practice of interpersonal skills required for counseling the college population.

EAF 473: Organization and Administration of Community Colleges

Community colleges in relation to other post-secondary education institutions. Examines impact of organizational structure, policies, and finance on student outcomes.

EAF 482.01: Administration Seminar (capstone)

Emphasis upon changing educational relationships, students' major concerns, and current problems.

EAF 484: Administration of Continuing Education & Public Service

Examines impact of organizational structure, policy, and finance on capacities of higher education to serve adult students.

EAF 499: Thesis hour option

A student electing the thesis option must take from four to six hours of 499. While registration beyond six hours may be permitted for the convenience of the student, he or she may not count more than a total of six hours of 499 among the hours required for the master's degree. Multiple enrollments allowed up to a maximum of 6 credit hours.

Class Policies

Academic Integrity

Honesty and integrity are expected of all members of the campus community. Each year some graduate students face disciplinary action because they have violated the [Student Code of Conduct](#). All students are advised to take time now to read the entire code, with special attention to the passages on academic integrity and the educational process.

Violations of the conduct code are taken very seriously, and may result in a failing grade on an assignment, an automatic F for the course, disciplinary probation, additional assignments, suspension, or expulsion from the university.

Practicum eligibility

The practicum cannot be taken until students have completed 18 credit hours including the core courses EAF 461, EAF 462, and EAF 463.

University policy states that students may not enroll in more than 20% of their total program credit hours in EAF 464 (Practicum) and EAF 400 (Independent Study). For the traditional 42 credit hour program that equates to a maximum of 9 credit hours and for the 36 credit hour options, that means a maximum of 6 credit hours. Students may enroll in 3 credit hour practicums only.

A Practicum Request Form must be completed and submitted to the instructor of record for EAF 464 by the second week of class. [The Practicum Request Form can be found on our website here.](#)

Electives

Two electives are required in the CSPA program and there are a number of classes that meet this requirement, either at the 400-500 level, or at the 300 level if cross-listed in the Graduate Catalog. Syllabi of electives must be approved by the program advisor, in consultation with program faculty, prior to enrolling in the course. If the elective is outside the EAF Department,

over-rides (if needed to enroll) are obtained from the other department. Students enrolling in courses outside of EAF are subject to the policies and practices used by that department as it relates to the elective course.

Certificate programs (WGS or other)

Many of our students have enrolled in graduate certificate programs at ISU. In order to do so, the student must meet the requirements of both the CSPA Program, and the hosting graduate certificate program. For the WGS program, some CSPA courses may count toward this 12-hour graduate certificate. In the case that this is valid, you would need to use your two electives allowed through CSPA to take the core WGS courses (WGS 400 and WGS 490 or ENG 460).

Other Graduate Certificate programs may also be considered for CSPA graduate students.

Incomplete grades

Incomplete grades should only be assigned based on a prior agreement with the faculty member and the student based on extenuating circumstances where a student is unable to complete a course. When a student earns a grade of "I" (incomplete) in a course they and the faculty member will negotiate a date by which the work for the course will be completed. Typically, this completion date should be no more than 30 days into the next semester. If adequate completion within the timeframe specified is not completed, this will become a failure and an F will be assigned to the course in question.

Academic standing

Students in the CSPA program must maintain a 3.0 cumulative GPA in order to be considered in good standing with the university and to be eligible for graduate assistantships. Students who fall below a 3.0 cumulative GPA are allowed a one semester probation period to raise their GPA above the minimum expected 3.0. Students must meet with the Program Advisor for CSPA to develop a plan for improvement and a contract to be submitted to the Graduate School that specifies the requirements necessary for raising their GPA. If after one semester a student does not raise their cumulative GPA to at least 3.0 or if it is impossible in one semester to raise the GPA to 3.0 or above, the student will be dismissed from the CSPA program.

Simultaneous master's degrees

Students may complete 2 master's degrees at the same time by following the University guidelines that up to *12 credit hours* can be used for both degrees if both department advisors agree. Given the prescribed CSPA curriculum, it is likely that only 9 credit hours (rather than 12) would be shared.

Waiver of full-time enrollment

Any student holding a graduate assistantship must enroll as a full-time student every semester (9 hours Fall and Spring, 6 hours Summer). A student may enroll for fewer than 9 hours during their last semester if they have met all the requirements to graduate and if they have permission to do so from their graduate assistant supervisor. The EAF department initiates the process which

allows the student to take fewer than the required full-time credit hours .In order to take less than 9 hours in the fall/spring, then the student must have an approved Course Load Waiver on file. [This form can be located here.](#)

Graduation check list

- ___ Complete a [degree audit](#) with the CSPA Program Advisor
- ___ Apply for [graduation](#)
- ___ Register for commencement ceremony (if participating)
- ___ Complete exit interview necessary for program evaluation
- ___ Update contact information

Problematic or Unethical Behavior

Higher education programs do not have an accrediting agency. Instead, we opt, as many programs across the nation do, to follow recommendations based on the **Council for the Advancement of Standards in Higher Education (CAS)**. CAS is a consortium of professional associations who work together to develop and disseminate standards across the student affairs field. CAS has a standard related to Master’s graduate preparation programs that states that *“graduate program faculty members must evaluate annually all students' progress and suitability for entry into the student affairs profession”* (Drechsler Sharp, 2012, p. 21). *Part of this standard is an evaluation of student’s ethical behavior. According to these standards, CSPA faculty*

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 evaluated as poorly suited for the profession, making poor academic progress, or having demonstrated ethically problematic behaviors should be dismissed from the preparation program following appropriate due process procedures of the institution (Drechsler Sharp, 2012, p. 21).

Based on these national recommendations, if full-time CSPA faculty evaluates student(s) as unsuitable for entry into the profession for ethical reasons, or reasons for other behaviors, a meeting of the faculty will be held to follow the spirit of the standards as outlined above. This committee will be convened to take the necessary action steps to help the student in their

academic and/or ethical remediation. If this is not successful, this committee may take action including dismissal from the CSPA program.

In the instance that the faculty become aware of potential unethical behaviors, or other inappropriate behaviors unfitting for professional entry into the profession, the Program Advisor will hold a meeting with the student and any other relevant parties to discuss the matter. If there is behavior present that requires remediation beyond this developmental conversation, this incident will be moved forward to a conversation among the CSPA faculty to discuss next steps which can include remediation, evaluation, probation, dismissal from the program, or other sanctions within the discretion of the faculty.

Graduate Assistantships

Full-time students enrolled in the CSPA program must hold an approved graduate assistantship (GA) appropriate to the student affairs field. For students to have a meaningful experience in our program we expect students to hold a related assistantship. When students are admitted to the CSPA program, it will be contingent upon receiving an approved graduate assistantship.

Further, students may not enroll for classes until they have accepted a graduate assistantship position. In the event that a graduate assistantship position is lost during the academic year, the student should contact the Program Advisor for next steps. Assistantships may be lost for various reasons. If an assistantship is lost, the CSPA Program Advisor, the Program Coordinator(s) will determine the student's eligibility to pursue another assistantship or continuation of the program. In the event that a student's cumulative GPA falls below 3.0, their graduate assistantship may be forfeited. That decision is made by the graduate assistantship supervisor, in consultation with the CSPA Program Advisor and Program Coordinator(s).

Graduate assistantships normally consist of duties which directly contribute to the student's professional career goals. These assistantships (Administrative/Operational Assistantships, Graduate Practicums, and Pre-Professional Assistantships) are available in administrative units at Illinois State University and other local campuses.

Graduate assistants should expect to work anywhere between 20 and 27 hours per week on campus or in an off-campus practicum role. The FTE (hours per week) a GA works depends on the department and the employment classification. Since graduate assistants receive an offer letter prior to the start of the appointment, the GA is responsible for understanding the number of hours they are expected to work per week.

Newly admitted and continuing graduate students must have a minimum 3.0 GPA for appointment as a graduate assistant (GA).

All GA's must be enrolled in a graduate degree program. They cannot be a Student-at-Large or be working towards certain certifications/certificates. GA's may be enrolled in an integrated degree program and have completed 120 hours.

For more information on graduate assistantships, please consult the Graduate Assistant Handbook from the [Graduate School located here](#).

Graduate practicums (off-campus GAs)

CSPA students may hold graduate assistantships (called graduate practicums) with local colleges/universities. These positions are arranged annually through a grant process where the local campus contracts with Illinois State University/EAF to offer a 20-hour/week graduate assistantship. These campuses typically participate in GRAD Days to interview candidates. Students are paid through Illinois State University so they also receive a tuition waiver. Students must complete employment paperwork with EAF (in addition to any paperwork required on the hiring campus) prior to starting work on site at the local campus.

Taxes on tuition waivers

All Graduate tuition and fee waivers are taxable unless exempt under the Internal Revenue Code(IRC). Under the Educational Assistance Plan, Internal Revenue Code (IRC) §127, \$5,250 per calendar year (January to December) in graduate tuition fee waivers provided to benefits eligible employees and graduate assistant (GAs) are excluded from taxable income. If the amount of the fee waiver exceeds \$5,250, the excess is deemed income under the IRC and taxed accordingly. We understand the additional withholding may create a hardship, unfortunately, we are required by law to withhold any applicable income and employment taxes. For more information, please [see this document](#) created by the ISU Payroll Office or contact them at 309-438-7677.

CSPA Awards, Events, and Celebrations

Awards & Fellowships

The Dr. Neal R. Gamsky Endowed Assistantship in College Student Personnel Administration

This endowed assistantship was established in 2005 by Dr. Neal R. Gamsky, Vice President Emeritus for Student Affairs at Illinois State University. The purpose of the Dr. Neal R. Gamsky Endowed Assistantship is to recognize a promising, high-potential, first-year student enrolled in the CSPA master's degree program, and to encourage involvement in student affairs broadly through a generalist graduate assistantship position. The chosen recipient will be known as the Gamsky Fellow. [More information on this position may be found on our website.](#)

Moreover, the Department of Educational Administration and Foundations awards several scholarships annually. Below are just some of the awards, with preference given toward CSPA Master's students. Applications are generally due in October each year. [More information can be found on the EAF website.](#)

Marcia Escott Hickrod Nontraditional Student Scholarship

This fund was established in 2009 for the purpose of providing financial assistance to adult learners in the master's degree program in College Student Personnel Administration at Illinois State University. Hickrod began her career at Illinois State in 1966 as a faculty member in the Department of English, later became the Coordinator for Academic Advisement, and finally Director of Adult Learning. She completed her Ph.D. in Educational Administration while working full time and being a single parent. Each candidate for this scholarship must be enrolled in good standing and have completed at least nine credit hours in the program, be a nontraditional student, and submit an essay and a letter of reference. Preference will be given to part-time graduate students. [More information on this may be found on our website.](#)

Adam Kent Riegle Professional Development Award

Adam K. Riegle (1982-2014) earned his bachelor's degree in history from Monmouth College in 2006 and his master's degree in CSPA from Illinois State University in 2008. He worked professionally at St. Olaf University and Northern Illinois University as a residence hall director. While at Illinois State University, Adam held a graduate assistantship at Lincoln College-Normal and with the Illinois State University Career Center. Everyone who knew Adam appreciated his kindness, his sense of humor, and his commitment to his students. His wife, Brandie Miller Riegle is also a 2008 CSPA alum. Adam was a strong advocate for professional development and skill enhancement for himself and his staff through participation in additional training opportunities. It is especially appropriate that Adam's family, friends, faculty, and colleagues would want to honor his memory with a special award. This professional development award is given annually in Adam's memory and provides funding for CSPA master's students in good standing to attend a professional conference, enroll in a class/workshop/webinar, or purchase

educational materials as part of their ongoing professional development program. Priority will be given to students who will not receive funding from another source.

[McCluskey Family CSPA Travel Award - Conference Travel](#)

This scholarship, provided by June McCluskey, provides funding for up to five CSPA master's students in good standing to attend a professional association conference as part of the students' professional development. Priority will be given to students who make a presentation, serve on a committee or task force, and/or who will not receive funding to attend the conference from another source. The application should include an explanation of how the student's participation will affect professional development and complement the student's graduate studies.

[Elden A. Lichty Endowed Scholarship](#)

The amount of each scholarship will be determined by the amount of interest earned.

The minimum award is \$500. Family and friends created the Elden A. Lichty Scholarship fund at the time of Dr. Lichty's death on September 17, 1987 for a student who demonstrates interest in community college administration and/or teaching.

Dr. Lichty came to ISU as a principal of Thomas Metcalf Laboratory School in 1945. Two years later, he became a member of the Department of Education at ISNU. He was one of seven members on a national committee on the junior college level which drew up the model plan for Illinois prior to 1965. The plan served as a model for junior college legislation in many other states across the U.S.

[Marla Kim & Robert A. Benziger Scholarship](#)

Supports non-traditional students enrolled part-time in an EAF program at Illinois State University. The donors understanding and appreciation of the challenges that are present when students choose to return to complete their graduate or doctorate degrees, moved them to establish this scholarship. The scholarship provides financial assistance for students who demonstrate financial need.

[Elwood Egelston Endowed Scholarship](#)

This award is named for Dr. Elwood Egelston, professor of education in the department of Educational Administration and Foundations. This endowed scholarship was established to honor his legacy of education. The award amount of this scholarship for full-time students varies according to interest earned. The award is most commonly \$500.

Events & Celebrations

EAF On the Red Carpet Gala

EAF on the Red Carpet Spring Gala is an event to honor and celebrate educational excellence. This formal affair recognizes students, faculty, staff, and alumni who have demonstrated outstanding research, services, and scholarship. It exemplifies the University and EAF's commitment to the community. EAF is committed to building bridges between the University and the community that we serve.

CSPA Summer Alumni Institute

Annually, in May, the CSPA program welcomes back its' graduates from across the country for a one-day continuing education program. This mini-conference strives to continue the education of its's current and former students through innovative and topical content.

CSPA Hooding Ceremony

Completing a graduate degree is an academic milestone, and we believe that completing the M.S. in College Student Personnel Administration at Illinois State University is something to be celebrated and commemorated. Each Spring in collaboration with SAGA the faculty acknowledge the accomplishments of our graduates s at a hooding ceremony attended by family and friends. This ceremony is part of the university commencement weekend and it designed to honor your accomplishments while at Illinois State University.

Professional & Graduate Student Organizations

Graduate Student Organizations

Black Graduate Student Association

Dedicated to addressing issues of concern for black graduate students at ISU through the union of black students, black faculty and staff, and similar black organizations.

Graduate Student Association

A unified voice acting on the behalf of graduate students.

Student Affairs Graduate Organization (SAGA)

SAGA is a Registered Student Organization (RSO) for all students enrolled in the CSPA program at Illinois State University. The organization provides its members with professional development and social opportunities, helps foster a sense of community among its members, and assists in their preparation for working in the field of student affairs.

Professional Organizations

Professionals in student affairs belong to a number of different professional organizations. We encourage you to seek out an organization that is a good fit for your professional career. Below we are highlighting the two major organizations that serve as generalist professional associations, supporting the work of all student affairs administrators.

ACPA – College Student Educators International

American College Personnel Association (ACPA) - headquartered in Washington, D.C. at the National Center for Higher Education, is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.

ACPA, founded in 1924 by May L. Cheney, has nearly 7,500 members representing 1,200 private and public institutions from across the U.S. and around the world. ACPA members include graduate and undergraduate students enrolled in student affairs/higher education administration programs, faculty, and student affairs educators, from entry level to senior student affairs officers, and organizations and companies that are engaged in the campus marketplace.

NASPA – Student Affairs in Higher Education

Founded in 1918 by six men at the University of Wisconsin, NASPA has grown to become a diverse international organization with over 15,000 members in all 50 states, 25 countries, and in 8 U.S. territories.

What would eventually become known as NASPA was originally dreamt up by Dean Robert Rienow and Dean Thomas Arkle Clark in December 1918 and founded in January 1919 as the “Conference of Deans and Advisers of Men.” Dean Scott Goodnight hosted the meeting at the University of Wisconsin and would be retroactively named NASPA’s first president. This successful first meeting would spawn an annual gathering of deans.