Indiana University of Pennsylvania

IUP Graduate Handbook

Student Affairs in Higher Education

Department of Student Affairs in Higher Education

Handbook Updated June 2021

Master of Arts in Student Affairs in Higher Education

Department of Student Affairs in Higher Education
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INTRODUCTION

Welcome

Dear Students,

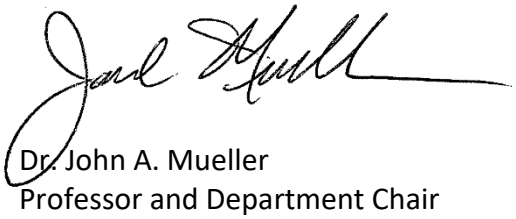
Welcome to SAHE! I hope you will have a rewarding and successful academic year. The SAHE faculty and I are here to support your success as a member of the IUP SAHE community. To that end, we want to ensure that you know how to locate the wide variety of resources available to you and that you are aware of and have easy access to the policies and regulations that pertain to you as a student.

During your time as a SAHE student, you will get to know your faculty advisor. Your advisor will assist you in many ways including facilitating your registration, answering your questions, and helping you to learn and grow to become an educated professional.

This handbook is one component of the SAHE onboarding program for new graduate students. It is designed to provide you with all necessary information about the department, the program, its policies, curriculum requirements, and other pertinent data that will be useful as you pursue your degree.

I look forward to working with you throughout your time with our program. Your membership and upcoming participation in the SAHE program at IUP are anticipated greatly!

Sincerely,



Dr. John A. Mueller
Professor and Department Chair

Land Acknowledgement: The SAHE program recognizes and acknowledges that the land on which we teach and learn is the unceded ancestral homelands of the Shawnee, Iroquois, Allegany, Delaware, and Monongahela tribal nations. We acknowledge the painful history of genocide and forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Affirmative Action
For more information regarding Affirmative Action policy, view the Graduate Catalog under "University Policies":
www.iup.edu/gradcatalog

Title IX Reporting Requirement
For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog under "University Policies":
www.iup.edu/gradcatalog

Student Support and Community Standards Policies
Policies from the Office of Student Support and Community Standards (e.g., IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)
https://www.iup.edu/studentsupportandstandards/policies/

SAHE Department Statement on Diversity and Racial Justice

The SAHE Department is committed to creating and maintaining a diverse, inclusive, and socially just learning environment for our students and faculty. As we observe deeply rooted and pervasive acts of white supremacy and systemic racism, particularly anti-Black racism, we affirm that it is our individual and collective responsibility to draw on our life experiences, our interactions with one another, and our education (both inside and outside the classroom) as sources of awareness, knowledge, and skills. We are committed, as individual faculty and students, to continue to expand our own multicultural awareness, knowledge, and skills in this important area and to take meaningful and transformative action toward change.

Department of Student Affairs in Higher Education History

The SAHE program has a rich history, one which has seen continual growth and numerous changes over the years. It began in 1970 when Dr. S. Trevor Hadley, the senior student affairs administrator at the time, called a meeting of all student affairs staff to discuss the merits of starting a graduate preparation program. His idea was that if his division created a graduate program, his staff would benefit from having graduate students working in student affairs offices and students would benefit because they would be gaining hands-on experience in student affairs work. From that initial meeting, a program proposal was written and accepted by the university senate and in Fall 1971, the Student Personnel Services (SPS) Masters program became an emphasis area within the Department of Counseling and Guidance in the School of Education. The program began as a one-year program with a core curriculum of five courses and a 33-hour requirement for graduation. Courses were taught primarily by members of the Student Affairs staff who did so as volunteers with no reduction in work responsibilities or additional compensation. Approximately 23-28 students enrolled and graduated each year.

The program's first full-time faculty member was hired in 1985 to coordinate the program and to teach courses. In the summer of 1988, the SPS program obtained its second full-time faculty member. In 1990, the Department of Counselor Education changed its name to the Department of Counseling, Adult Education, and Student Affairs to be more reflective of the three distinct programs, which made up the department. The program gained its third full-time faculty member in 1994. Also during the early 90s, the program, with endorsement from the Division of Student Affairs, changed its name from Student Personnel Services to Student Affairs in Higher Education (SAHE). To keep pace with other SAHE graduate programs, our program became a two-year experience in 1994 and increased requirements from 33 to 39 credits. In addition, the program renewed its comprehensive exam requirement and made available to students the thesis option. Probably the single most significant event in the program's long history was the Council of Trustees' approval of the program becoming its own department effective May 1, 1996. Achieving department status provided several immediate benefits: nationwide recognition from other programs, most of whom were programs within departments whose primary emphasis was in other disciplines rather than student affairs; the freedom to redesign the SAHE curriculum to ensure that it not only met, but exceeded the standards set by the Council for Advancement of Standards (CAS) in Higher Education Graduate Programs; and the heightened pride among the Program's 700 plus

alumni as well as currently enrolled students. There are only a few truly student affairs departments nationwide. Thus, our graduates are perceived as among the best trained anywhere and this is an important factor when job searching.

In July of 1997, the University's Trustees approved another curriculum advancement which included moving the program to 42 hours, requiring a second practicum experience, and providing six credit hours for the thesis option. Also that summer, the SAHE program added another full-time faculty member, bringing the number of full-time faculty in the department up to four. With the retirement of one faculty member in 2017, the department has maintained three full-time faculty. More recently, new courses have been added and the Portfolio requirement replaced the Comprehensive Exam.

As can be seen, SAHE enjoys a long and rich history at IUP, reflecting much pride and tradition. From its founder, Dr. Hadley, to the administrators who taught courses as volunteers over the years and our graduates who have become professionals and spread the SAHE influence across the nation, IUP's SAHE program has grown, matured, and now has reached a position where it deservedly ranks among the very best programs nationwide. As a result, employers often seek SAHE graduates because they know, by history and tradition, that our graduates are among the very best. Each of our current students is now part of SAHE's history and tradition. Be proud of it and, most importantly, contribute to its future.

Mission Statement and Program Objectives

The Student Affairs in Higher Education (SAHE) program at IUP is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences. Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and which model professional behavior.

Working among a community of learners, students will develop a broad range of skills, in-depth knowledge, an appreciation for life-long learning, and the ability to apply concepts and skills to become effective practitioners and colleagues. Students will understand the history, literature and theory base of our profession as well as the significant role of student affairs within higher education. They will apply that knowledge to address the needs of changing student populations and to effect developmental changes for individuals and groups through creating and managing educational environments.

Accreditation

Students investigating different graduate programs around the country sometimes ask whether the IUP program is "accredited." This creates confusion because the only accrediting agency which would have any ability to accredit student affairs preparation programs would be CACREP (Council for the Advancement of Counseling and Related Educational Programs), an affiliate of ACA (American Counseling Association). Any student affairs program accredited by CACREP is a

counseling-based program, typically offering only a few SAHE courses, because CACREP Standards are designed to prepare students to be licensed, professional counselors and therapists.

In the early 1980s, the Council for the Advancement of Standards in Higher Education (CAS) established standards to guide the administration of student affairs functions and student affairs professional preparation programs. In 2019 these standards were updated and distributed to all identifiable preparation programs nationwide. The primary qualifications for meeting CAS Standards are:

- Two academic years of full-time study (4 semesters).
- A core curriculum which offers three program components:

1. Foundational studies (history of higher education and student affairs functions).
2. Professional studies (student development theory, student characteristics, the effects on college students of individual and group interventions, organization and administration of student affairs, and assessment, evaluation, and research).
3. Supervised practice (supervised work involving at least two distinct experiences totaling approximately 300 hours).

Faculty and Staff

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Admission

To apply to the Student Affairs in Higher Education program, please complete the **Graduate School Application**.

You will submit the following materials as part of your graduate school application:

- Official college transcript(s) (minimum GPA of 2.8, 3.0 preferred)
- A current résumé
- Statement of Interest in student affairs is typically 2–3 double spaced pages and should address the following questions:
    - What motivated you to pursue a career in student affairs?
    - What are your professional goals related to student affairs?
    - How may your personal knowledge, skills, and experiences positively contribute to the SAHE program?
- Contact information for two recommenders who must fulfill the following requirements:
    - A faculty member to communicate your academic strengths and speak about your ability within the classroom (ideally a faculty member within your major or with whom you have had several classes).
    - A professional (preferably within student affairs) who can speak to your student affairs and professional experience.

For questions regarding the graduate school application and the submission of these materials, please contact Graduate Admissions at 724-357-2222 or **graduate-admissions@iup.edu**.

For more information, visit Graduate Admissions: www.iup.edu/admissions/graduate/.

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog:
https://www.iup.edu/registrar/catalog/index.html

Financial Assistance

Graduate Assistantships

- Balance classroom learning and practical experience - A primary component of a strong student affairs program is its ability to balance classroom learning with practical experiences and to support its students through providing various graduate assistantships.

- At least 90 percent of our students hold assistantships - SAHE is proud that more than 90 percent of its students hold assistantships at IUP or at neighboring institutions. Most assistantships are offered as a two-year commitment, following a successful first-year review; however, some graduate assistantship contracts are for one year. Assistantships are awarded based upon undergraduate experiences and credentials, practitioner

recommendations, and successful interviews. Students who have been fully accepted into the program and qualify for an assistantship will be invited to participate in SAHE's prospective student **Visitation and Assistantship Interviews**. Details on the visitation will be made available in January.

Supervisors who host a SAHE graduate assistantship and whose position will become vacant for the following year will interview prospective students at the visitation/interview day. The awarding of those positions will begin within a few weeks of the visitation and will continue for several months until all positions are filled.

Additional information is available at:

- https://www.iup.edu/admissions/graduate/financialaid/graduate-assistantships-at-iup.html
- Office of Financial Aid: www.iup.edu/financialaid/

Graduate Assistantship Policy

The SAHE Program is nationally recognized in part due to its ability to offer assistantships to attract outstanding undergraduates from diverse institutions. This demographic diversity enhances the learning process and broadens employment opportunities for SAHE graduates. Philosophically, and according to IUP School of Graduate Studies & Research Policy, the purpose of the assistantship is to recruit a diverse population of academically strong candidates to IUP.

Therefore, it is a Student Affairs Division/SAHE policy that assistantships will only be offered to new students entering the SAHE program. Except for truly unusual situations, students who enroll in the program without an assistantship cannot compete for assistantships that might become available the next academic year. Such students may be considered for assistantships filled the previous fall that unexpectedly become available during the year. Assistantships are generally a two-year commitment contingent upon satisfactory performance reviews by the site supervisor during the first year. Should a student or site supervisor choose not to continue the assistantship relationship for a second year, it is most unlikely that a replacement assistantship will be available for the student. The effect of the lost assistantship will be the same for both on and off-campus assignments. By IUP Student Affairs Division/SAHE policy, only under rare and exceptional circumstances will students be permitted to transfer their assistantships from one site to another. The Department Chair is responsible for approving all assistantship placements or exceptions to this policy.

Academic Advisement

All SAHE students are assigned an academic advisor who is a full-time member of the SAHE faculty. Students will meet with their academic advisor at least once a semester to discuss curriculum planning, academic progress, and preparation for the student affairs profession. Advisors will also meet with students on an as needed basis. Students can make the most their advising relationships and meetings by coming to these meetings well-prepared and with topics in mind which they wish to discuss.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: https://catalog.iup.edu/index.php?catoid=4
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Hawks Q&A Center: https://www.iup.edu/studentlife/hawks-q-a-center/
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit https://www.iup.edu/itsupportcenter/ to learn more about setting up this account.
For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related to University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

M.A. in Student Affairs in Higher Education

The Department of Student Affairs in Higher Education (SAHE) houses one graduate program, offering the M.A. degree in Student Affairs in Higher Education.

The SAHE program is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences. Graduates will fill professional positions in two- and four-year colleges and universities in areas such as admissions, housing and residence life, student development programs, student activities, financial aid, career planning and development, and academic advising or other program areas.

Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and encourage the development of professional behavior. Students will develop a broad range of skills, in-depth knowledge, and the ability to apply concepts and skills as effective practitioners. The program is organized in cohort groupings of students enrolled in a curriculum offering foundational and theory courses in the first year and application courses in the second year.

PROGRAM REQUIREMENTS

SAHE Required Courses (33 credits)

- SAHE 621: History of Higher Education in the United States
- SAHE 624: Student Affairs Functions in Higher Ed.
- SAHE 625: Student Development in Higher Education I
- SAHE 631: Student Development in Higher Education II
- SAHE 634: Assessment & Evaluation in Student Affairs
- SAHE 731: Practicum in Student Affairs
- SAHE 731: Practicum in Student Affairs
- SAHE 733: Management of Organizational Behavior
- SAHE 735: Individual & Group Interventions
- SAHE 737: College Students in the United States
- SAHE 740: Contemporary Issues in Higher Ed.

Non-Thesis Option (9 elective credits total)

Thesis Option (9 credits total)

- GSR 615: Elements of Research
- SAHE 795: Thesis (3 Credits)
- SAHE 795: Thesis (3 Credits) OR SAHE Elective

Please refer to the SAHE Program Planning Guide for more information about the specific requirements regarding electives. The guide is available from your advisor or is located on the SAHE D2L Resources site.

Academic Advising Certificate

The Graduate Certificate in Academic Advising is designed for individuals interested in working in academic advising in higher education institutions. The certificate provides specialized, hands-on training and specific strategies in academic advising for college students.

Completed in just 12 credit hours, the Academic Advising certificate program is offered in hybrid format, with some classes offered online and others on campus. The certificate provides participants with a well-rounded body of knowledge in theory and practice. The certificate can be completed full- or part-time.

Student Affairs in Higher Education graduates can complete this certificate in as little as three credit hours. With the required qualifying SAHE equivalents, you can earn your certification with just one online class.

Program Requirements

- SAHE TBA: Foundations of Academic Advising*, 3 credits
- SAHE 731: Practicum in Student Affairs, 3 credits**
- SAHE 625: Student Development in Higher Education I, 3 credits
- SAHE 631: Student Development in Higher Education II, 3 credits

** This course was formerly DVST 605*

*** Practicum must be approved to be applied toward the certificate*

Students interested in the Graduate Certificate in Academic Advising should consult with their advisor on requirements

SAHE COURSE DESCRIPTIONS

Required Courses

SAHE 621 HISTORY OF HIGHER EDUCATION IN THE UNITED STATES 3 Credits
This course will provide an overview of the history and development of higher education in the United States in order to enhance understanding as to how and why the American higher education system has evolved and in what ways this evolution has impacted the field of Student Affairs.

SAHE 624 STUDENT AFFAIRS FUNCTIONS IN HIGHER EDUCATION 3 Credits
Philosophy and goals of student affairs in college and universities are explained. Emphasis is on practitioner roles and responsibilities, educational and philosophic assumptions associated with student affairs practice, and principle functional areas normally associated with Student Affairs practices.

SAHE 625 STUDENT DEVELOPMENT IN HIGHER EDUCATION I 3 Credits
This course is designed to expose students to a variety of theoretical models underlying human behavior and development. Through presentations, demonstrations, small group discussions, experiential activities, readings and position papers, students evaluate the practical applications of contemporary personality and human development theories.

SAHE 631 STUDENT DEVELOPMENT IN HIGHER EDUCATION II 3 Credits
Examines personality and human development theories in general and student development theories in specific. Includes environmental management, developmental programming, and assessment. Emphasis is on the concept of "theory to practice". To be an effective professional practitioner, one must understand the theories upon which our field is predicated.

SAHE 634 ASSESSMENT & EVALUATION OF STUDENT AFFAIRS 3 Credits
An overview of the fundamental principles of tests, assessment, and evaluation as they pertain to student affairs. Learning outcomes, data collection and analysis methods, methodological principles, instrumentation in student affairs, and broad issues related to a comprehensive student affairs assessment and evaluation approach will be explored.

SAHE 731 PRACTICUM IN STUDENT AFFAIRS 3 Credits
The professional training of the student depends heavily on the practicum experience, which affords the student an opportunity to gain practical hands-on work experience under the guidance of a student affairs practitioner. Further, the practicum will provide leadership in meeting the student's self-educational needs, inspiring self-confidence and self-reliance, in dealing with students, and encouraging a sense of responsibility to those whom he/she/they serves.

SAHE 733 MANAGEMENT OF ORGANIZATIONAL BEHAVIOR 3 Credits
Examines organizational development principles and provides students with the opportunity to develop skills in program development, budget preparation, goal setting, organization and planning, leadership, group dynamics, supervision and evaluation.

SAHE 735 INDIVIDUAL AND GROUP INTERVENTIONS **3 Credits**
Students gain practical experience in skilled helping techniques, including practice in one-on-one interaction, skill in designing and implementing developmental group interventions (workshops), and skill in developing mentoring relationships. Students apply theoretical learning to practical application.

SAHE 737 COLLEGE STUDENTS IN THE UNITED STATES **3 Credits**
An examination is made of the culture of undergraduate students in American higher education to prepare professionals for the clients they will serve. Focus is given to the changing student clientele, its subgroups and cultures. Undergraduate characteristics, attitudes, and values and broad issues regarding their participation in the educational experience will be explored.

SAHE 740 CONTEMPORARY ISSUES IN HIGHER EDUCATION **3 Credits**
The course is designed to expose students to a variety of current issues in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues are discussed.

SAHE 795 THESIS* **3-6 Credits**
*Students have the option of waiving the thesis requirement and taking six credits of electives.

Electives

SAHE 638 TOPICAL AREAS IN STUDENT AFFAIRS **3 Credits**
This course provides the graduate student an opportunity to examine areas of content related to the study of student affairs in higher education that have an impact on the student affairs profession and the work of practitioners.

SAHE 640 EQUITY, DIVERSITY, AND INCLUSION IN HIGHER EDUCATION **3 Credits**
This course is designed as an overview of cultural pluralism in higher education. It examines the projected demographic realities for the groups traditionally termed "minority" and explores notions of culture, oppression, racial identity and multicultural organizations. Exposure to these issues will occur on both the theoretical and personal realms.

SAHE 646 INTERPERSONAL SENSITIVITY **3 Credits**
Participants explore their own interpersonal interaction style in groups and individually. Human potential will be developed as students enter into authentic, honest and trusting relationships within the context of a small group encouraging recognition and expression of feelings as a way of understanding oneself and one's impact on others.

SAHE 648 — STUDENT SUCCESS IN HIGHER EDUCATION **3 Credits**

This course explores the concept of "student success" and experiences that are noted to lead to success, as defined more broadly than simply high grades in college. Emphasis is on high impact practices and the needs of various student populations that can be addressed through higher education and student affairs professional work, leading to student success.

SAHE 698 INTERNSHIP **3 Credits**

A supervised study and/or work experience of at least 150 hours with an institution of higher education or an appropriate professional association determined individually between the student and the supervising faculty member. Sites must be approved by the department. Prerequisite: Permission only. Note: This course can be used by students participating in a study tour.

SAHE 713 LEGAL ISSUES IN STUDENT AFFAIRS **3 Credits**

This course addresses legal issues confronted by student affairs practitioners, how to recognize these issues, and how to act within the parameters of the law.

SAHE 727 SPIRITUALITY IN HIGHER EDUCATION **3 Credits**

This course explores the intersection of spirituality with the learning, growth and development that takes place as a function of participating in higher education. Students will address questions about faith and spiritual development (including their own), various dimensions of religious and spiritual expression and traditions, and how colleges and universities can incorporate spirituality as a function of higher education.

SAHE TBA FOUNDATIONS OF ACADEMIC ADVISING **3 Credits**

Examines the foundations of academic advising as essential components of student success and retention in higher education. Topics include academic advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations.

** This course was formerly DVST 605*

GSR 615 ELEMENTS OF RESEARCH **3 Credits**

Selection of research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research. SAHE students interested in pursuing the thesis option must enroll in GSR 615.

Evaluation of Students

Learning Portfolio

Comprehensive evaluation of SAHE students will occur in their final semester of the program and through completion of a portfolio framed by the ACPA - NASPA Professional Competencies for Student Affairs Educators (2015). See "Degree Completion" (below) for details.

All course (and portfolio) learning objectives reflect professional competencies identified by the two major student affairs professional organizations – ACPA: College Student Educators International and NASPA: Student Affairs Administrators in Higher Education. The *ACPA-NASPA - Professional Competencies for Student Affairs Educators* (2015) and their accompanying outcomes also provide the framework for the SAHE Portfolio requirement. The competencies are:

Advising and Supporting (A/S)
Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

Assessment, Evaluation, and Research (AER)
Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Social Justice and Inclusion (SJI)
While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Values, Philosophy, and History (VPH)
Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

Organizational and Human Resources (OHR)
Includes knowledge, skills, and dispositions used in the management of institutional human capital,

financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

Law, Policy, and Governance (LPG)
Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice

Leadership (LEAD)
Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

Personal and Ethical Foundations (PEF)
Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Student Learning and Development (SLD)
Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

Technology (TECH)
Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.

Note. For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Degree Completion

SAHE Portfolio

The purpose of the portfolio is to document SAHE student learning opportunities that demonstrate professional competence in areas identified by the two primary student affairs professional organizations as critical to professional success (ACPA & NASPA, 2015, 2016). The portfolio also allows the student to reflect upon those learning opportunities and becomes a rich and vivid record of student performance, ability, and potential.

Primary direction on the creation of the portfolio will be provided by the student's academic advisor (for the resume and philosophy statement) and the instructors for SAHE courses in which all other elements are completed.

Portfolio Elements

- Current resume (1-2 pages)
- Statement of Philosophy of the Student Affairs Profession (2-3 pages)
- Learning Narratives (based on the ACPA and NASPA's (2015 & 2016) *Professional Competency Areas for Student Affairs Educators* and *ACPA/NASPA Professional Competencies Rubrics.*

Students must satisfactorily complete resume and philosophy statement (with their advisor) and the learning narratives for each competency of the portfolio (per instructors) in order to pass the SAHE 740 course and to graduate. Failure to meet any deadline may result in automatic withdrawal from the Portfolio process and delay graduation.

Graduation

By the deadline published by the university, students must file an application for graduation with the IUP School of Graduate Studies & Research through MyIUP. Graduate students will receive an email in the Spring regarding the May graduation application deadline.

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Thesis Completion

The SAHE curriculum provides the opportunity to complete a thesis; however, students may choose to complete six hours of approved electives in place of the thesis. A successful thesis experience requires planning during the first year, refinement of those plans over the summer and

implementation early in the second year. The thesis committee will consist of three faculty members including the student's thesis committee chair. Students who plan to write a thesis are expected to attend the thesis discussion meeting in the fall of their first year.

Thesis Timeline

The SAHE department will provide students interested in the thesis option with a detailed timeline to give them a sense of the process. The timeline may vary depending on the topic, the nature of the study, and guidance from the student's thesis committee and committee chairperson.

The general timeline is:

First year in the program

- Initiate a meeting with SAHE faculty members to explore your interest
- Enroll in research class (GSR 615) and plan when thesis credits will be taken
- Establish a committee chair and a thesis committee (minimum of three, including a thesis chair)
- Prepare a Research Prospectus for--and schedule a meeting with--committee to review, discuss, and approve continuation of the process

Second year in the program

- Submit draft of the Research Proposal (Chapters 1-3) to thesis chair and committee for review
- Submit signed Research Topic Approval Form (RTAF) to Graduate School
- Submit Human Subjects Review Protocol to the IUP Institutional Review Board before collecting data
- Conduct Thesis Defense meeting
- Submit draft copy of defended thesis to graduate school for review

For more information, refer to the IUP Thesis and Dissertation manual.

Evaluation Outcome for Thesis

Evaluation of the thesis occurs at the thesis defense meeting. The student's these committee will decide whether the thesis passes, passes with minor revisions, passes with major revisions, must be revised and resubmitted, or fails. For theses that pass with minor revisions, only the thesis chair will review for final approval. For theses that pass with major revisions or that need to be revised and resubmitted, the entire committee will review and decide on the outcome.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact Dr. John Mueller or the School of Graduate Studies and Research.

Academic Calendar
View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog
Academic Good Standing
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy
Graduate Residency Requirement
Leave of Absence Policy
Time Limitations
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Research

There are a variety of resources available to IUP graduate students to support their research and scholarship efforts. Many resources, for all graduate students, can be found at the following sites:

- Research at IUP https://www.iup.edu/research/ which contains links to resources and financial support.
- IUP Libraries https://www.iup.edu/library/ which contains links to library collection and digital resources.

SAHE students, in particular, may find the following set of resources invaluable to their professional preparation as well as their scholarship and research.

How to Access *The Chronicle of Higher Education*

The Chronicle of Higher Education is the premier source for weekly news, research information, forums, and career information for college and university faculty members, administrators, and students. Through our subscription, you can take advantage of the following services:

- Campus-wide access to all of Chronicle.com: no logging on required from any campus computer. Access the service through this link: http://chronicle.com
- Remote access to Chronicle.com: log on from any computer, laptop, smart phone, or tablet from anywhere in the world. To set up this access, first create a free Chronicle.com account using your IUP e-mail address (you can also find the Create a Free Account link in the upper-right corner of the *Chronicle*'s website). After you create your account, you may use either your IUP e-mail address or the user name you created and the password you set up to continue to access the service.
- *The Chronicle's* iPad App: the iPad edition of the *Chronicle* provides access to current and past issues, and is free to IUP users.

Resources

SAHE professional literature and resource materials are available in 225 Stouffer, a shared library with the Department of Counseling. Resources are also available at IUP's Stapleton Library and through their on-line offerings.

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Associates for Student Development (ASD)

The Associates for Student Development (ASD) is the SAHE program's professional development organization. Membership is open to the entire SAHE community including both students and faculty. Officers are elected during the last meeting of the fall semester. The officers work cooperatively in organizing all ASD-related projects and events, which provide opportunities for both professional development and social interaction. Projects and events, which have become

traditional sources of involvement, include lunch and learn meetings, community service events, and the spring banquet. Other recent developments in ASD have included an ASD mentor program as well as participation in and organization of various charity events. All students are strongly encouraged to take an active role in ASD where membership is based upon a one-time dues payment. Leadership positions include: President, Vice President of Communications, Vice President of Administration & Finance, Vice President for Professional Development, Vice President of Programming, and numerous committee opportunities.

Professional Organizations

Belonging to one or more professional organizations is a professional responsibility for those who are and those who aspire to be professional practitioners. While there are numerous organizations, which represent specific areas within the student affairs enterprise, the two umbrella organizations for our field are the ACPA— College Student Educators International and NASPA— Student Affairs Administrators in Higher Education. Pennsylvania College Personnel Association (PCPA) is the state division of ACPA and is an active organization that many students find valuable. SAHE students are encouraged to join at least one organization during the fall term of their first year. Student rates are very reasonable. As members you will receive the organization's journals which will not only provide valuable information about our field but will be equally valuable resources for course assignments: ACPA's *Journal of College Student Development* (JCSD) and NASPA's *Journal of Student Affairs Research and Practice* (JSARP). Additionally, membership will entitle you to attend, at reduced rates, the organizations' annual conventions. Attendance at one of the conventions in the spring of your second year in the program is helpful in gaining employment. Networking is absolutely necessary, and our program sponsors a reception for alumni and students at conventions each year. Lastly, you are preparing to become professional practitioners in student affairs and participating in a professional organization is a necessary and rewarding responsibility. Membership forms are available online at the organizations' websites.

Department/Program Awards

The S. Trevor Hadley Scholarship Outstanding Student Award

This award was established in recognition of Dr. S. Trevor Hadley who served students at IUP for 34 years. During his tenure, he was Dean of Students and then Vice President of Student Affairs and through his leadership was instrumental in the founding and development of the Student Affairs in Higher Education master's program. Each year, one recipient of the S. Trevor Hadley Scholarship is selected. The award goes to that student who both excels in the classroom and who demonstrates commitment to students, to the program, to the profession, and to the universities with which they are affiliated during their graduate program. The recipient represents the overall best student in the program for that student's tenure in the program and must be a May or Summer graduate with a minimum graduate QPA of 3.50.

Upon being nominated for this award, the student will be expected to submit he/she/their résumé plus a statement highlighting what the candidate perceives as he/she/their most outstanding accomplishments during he/she/their tenure in the program. The SAHE faculty in consultation with SAHE students and student affairs professionals will select the recipient of the S. Trevor Hadley Scholarship. The award and scholarship is announced at the SAHE end-of-the-year banquet and the May departmental graduation ceremony.

The Outstanding Scholar Award

This award is presented to a graduating SAHE student who best exemplifies scholarship and academic achievement, who contributes both to the learning of peers and to the enhancement of the overall learning community. The recipient must possess intellectual curiosity, strong work habits, commitment to the discipline, and a dedication to the scholarly endeavor. The student must be either a May or Summer graduate of the year the award is given.

The Nancy J. Newkerk Scholarship

This award honors an outstanding, retired IUP student affairs educator. The scholarship is awarded to that SAHE student whose contributions during the first year of their program demonstrated the greatest promise for the profession of student affairs. The award recipient will be selected by the SAHE faculty upon consideration of a submitted application, a self-statement and two letters of reference from student affairs educators with whom the student associated during that first year. Application information will be sent out to students via e-mail.

Ronald Lunardini Distinguished Alumni Award

This award honors Dr. Ronald Lunardini, an outstanding faculty member and chair of the department. The award was created to acknowledge an alumnus of the SAHE department whose experiences and accomplishments as a student affairs professional significantly reflect the standards and values of the SAHE department. Alumni may nominate themselves or may be

nominated by anyone familiar with their professional experience and contributions. A cover letter, vita or résumé, and any letters of support should be submitted with the nomination. The nomination deadline is in early spring semester and the award recipient, selected by a committee comprised of SAHE faculty, current SAHE students, and a SAHE alum, will be announced during the spring semester. All nominees must be current student affairs professionals and alumni of the SAHE department for at least five years.

Get Involved! SAHE Student Leadership Award

The Get Involved! SAHE Student Leadership Award is presented annually to one first year Student Affairs in Higher Education student at Indiana University of Pennsylvania. The award is announced by Tom (SAHE '05) and Erin Baker annually each spring. The student must be enrolled full-time in the SAHE program and be in her/his first year in the program. The selection committee will be looking for nominees who have a sincere interest in enhancing the SAHE community, who are making a difference within the campus on which they work, and also have made a positive difference through outside of work involvements. The winner will display an enthusiasm and passion for assisting others from a diverse assortment of backgrounds. The nomination deadline is in early spring semester. A short essay and resume should be submitted with the nomination. Students can self-nominate for this award.

Appendix

2021-2022 IUP SAHE Calendar

Important University and Program Deadlines

Graduation Application	May 1 for May	August 1 for August	Dec. 1 for December
Non-IUP Practicum Site Processing Form	Spring—November 1	Summer—March 15	Fall—July 1
SAHE 731 Practicum Proposal	Fall—August 1	Spring—December 1	Summer—April 11

Fall Semester 2021

- August 24 (Tuesday) SAHE Classes Begin
- August 25 (Wednesday) SAHE Kick Off
- September 6 (Monday) Labor Day (No classes)
- September 9 (Thursday) Application Deadline for Nancy Newkerk Scholarship
- November 22-26 Thanksgiving Recess (No classes)
- November 29 (Monday) Classes Resume
- December 6 (Monday) Last day of classes
- December 7-10 Final Exams
- December 12 (Saturday) Commencement

Winter Semester 2021

- December 16 (Thursday) Classes Begin
- January 7 (Friday) Classes End

Spring Semester 2022

- January 18 (Tuesday) Classes Begin
- TBA SAHE Visitation/GA Interview Day
- March 6-9 ACPA Convention (St. Louis)
- March 14-18 Spring Break (No Classes)
- March 19-23 NASPA Annual Conference (Baltimore)
- March 28 (Monday) Nomination Deadline for the Hadley Outstanding Student Award
- March 28 (Monday) Nomination Deadline for Get Involved! Award
- TBA Deadline to Apply for Graduation
- May 2 (Monday) Last day of classes
- May 3-6 Final Exams
- May 5 (Thursday) SAHE Banquet (tentative)
- May 6 (Friday) IUP Graduate Commencement
- May 7 (Saturday) SAHE Commencement

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this Student Affairs in Higher Education student handbook.

_____ [please initial] I understand my Department Chair may share this document with the School of Graduate Studies and Research.

_____
Print Name

_____
Signature

_____
Date

Submit to Dr. John Mueller by September 10, 2021

Student Affairs in Higher Education (SAHE) will keep this signed document on file.