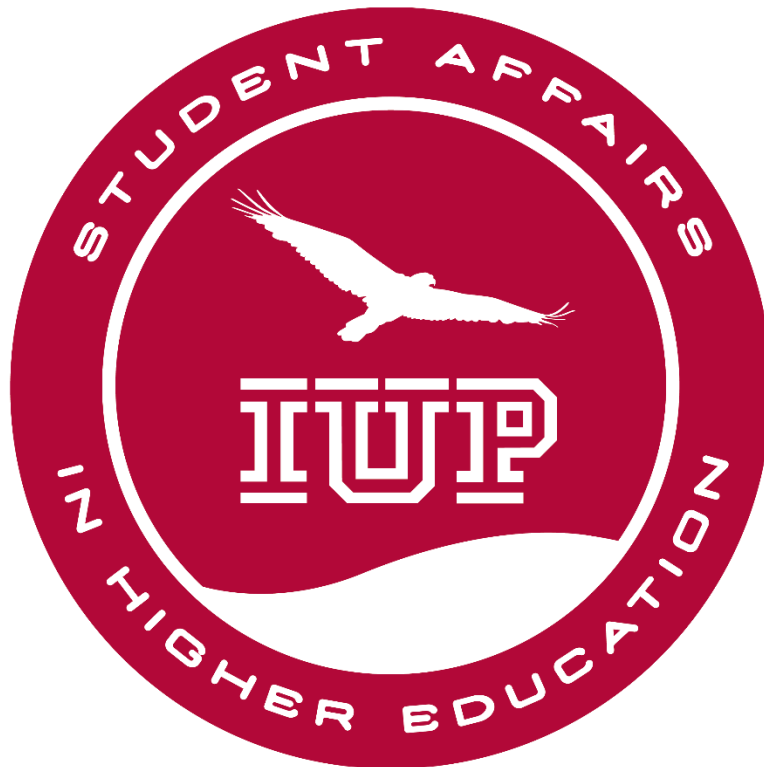




## Student Affairs in Higher Education

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Department of Student Affairs in Higher Education



Handbook Updated July 2019

Master of Arts in Student Affairs in Higher Education  
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## Welcome

Dear Students,

Welcome to SAHE! I would like to extend a warm welcome to all new students. 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 is anticipated greatly!

Sincerely,

A handwritten signature in blue ink that reads 'John Wesley Lowery, Ph.D.'.

*Dr. John Wesley Lowery*

*Professor and Department Chair*

### 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.

### Department of Student Affairs in Higher Education

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 at which it remains today. 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 2012 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).

### 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](mailto:graduate-admissions@iup.edu).

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

## 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.

#### *APPROXIMATELY 90 PERCENT OF OUR STUDENTS HOLD ASSISTANTSHIPS*

SAHE is proud that approximately 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.

<http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>

Office of Financial Aid: [www.iup.edu/financialaid/](http://www.iup.edu/financialaid/)

## Academic Advisement

All SAHE students are assigned an academic advisor who is a full-time member of the SAHE faculty prior to starting their graduate studies. 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.

## IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which 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

[www.iup.edu/itsupportcenter/howTo.aspx?id=23401](http://www.iup.edu/itsupportcenter/howTo.aspx?id=23401) to learn more about setting up this account.

For more information regarding University policy on email communication, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

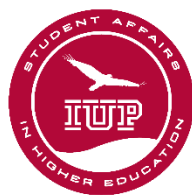


## Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related 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](http://www.iup.edu/graduatestudies/gsa) for more information.

## Campus Resources & Student Support

The School of Graduate Studies and Research: [www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)  
Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)  
Office of the Bursar: [www.iup.edu/bursar/](http://www.iup.edu/bursar/)  
Office of the Registrar: [www.iup.edu/registrar/](http://www.iup.edu/registrar/)  
Disability Support Services: [www.iup.edu/disabilitysupport/](http://www.iup.edu/disabilitysupport/)  
IUP Campus Library [www.iup.edu/library/](http://www.iup.edu/library/)  
MyIUP: [www.iup.edu/myiup/](http://www.iup.edu/myiup/)  
Applied Research Lab: [www.iup.edu/arl/](http://www.iup.edu/arl/)  
IT Support Center: [www.iup.edu/itsupportcenter/](http://www.iup.edu/itsupportcenter/)  
Office of Veterans Affairs: [www.iup.edu/veteransaffairs/](http://www.iup.edu/veteransaffairs/)  
IUP Writing Center: [www.iup.edu/writingcenter/](http://www.iup.edu/writingcenter/)  
IUP Career and Professional Development Center <http://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



## M.A. in Student Affairs in Higher Education

The Department of Student Affairs in Higher Education (SAHE) houses one graduate program, offering the MA 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)

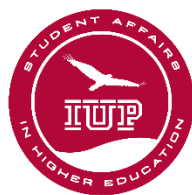
- SAHE 621: History of Higher Education in the US
- SAHE 624: Student Affairs Functions in Higher Ed.
- SAHE 625: Student Development in Higher Education I
- SAHE 631: Student Development in Higher Education II
- SAHE 634: Assessment & Eval. in Student Affairs
- SAHE 731: Practicum in Student Affairs
- SAHE 731: Practicum in Student Affairs
- SAHE 733: Management of Organizational Behavior
- SAHE 735: Individual & Group Interventions
- SAHE 737: American College Student
- 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.



## 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 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 AMERICAN COLLEGE STUDENT****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.

**\*STUDENTS HAVE THE OPTION OF WAIVING THE THESIS REQUIREMENT AND TAKING SIX CREDITS OF ELECTIVES.**

**SAHE 795 THESIS\*****3-6 Credits****Electives****SAHE 638 TOPICAL AREAS IN STUDENT AFFAIRS****3 Credits**

This course is designed to examine four content areas, which are important to the work of student affairs professionals. They are 1) the uses of technology, 2) the governance of academic institutions, 3) legal concepts and issues, and 4) the role of the community college.

**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 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.

**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.

## Policies of the Program

### Evaluation of Students

2015 ACPA-NASPA - Professional Competencies for Student Affairs Educators

#### *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.***

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

**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 course of 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.

### **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/](http://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/>

### **Thesis Completion**

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 at which it remains today. More recently, new courses have been added and the Portfolio requirement replaced the Comprehensive Exam.

The SAHE curriculum is organized to support cohort groupings of students enrolled in a prescribed sequence of courses. A minimum of 42 credits (36 required & 6 hours of elective or thesis), the successful completion of a portfolio or a thesis, and the equivalent of two academic years of full-time study are required to earn the Master of Arts degree. The curriculum is designed to offer foundational and theory courses in the first year and application courses in the second year. Not all electives are offered every year.

### **Evaluation Outcome for Thesis**

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. Students are encouraged to consider the thesis option as it is excellent preparation for future research.

### **Suggested Thesis Timeline**

The following timeline is provided in order to give you a sense of the process for writing a thesis and to relate the process to a schedule for your work. The timeline may vary depending on the topic, the nature of your



study, and in consultation with your committee and Committee Chairperson. One of the first activities you will engage in with your Committee Chair is to establish a schedule that is specific to your study. **Please note:** *the Graduate School deadlines may vary from year to year, so it is the student's responsibility to check with the Graduate School for any changes.*

Thesis information and manual available at: [www.iup.edu/research](http://www.iup.edu/research)

## **FIRST YEAR**

September to December

- Initiate a meeting with SAHE faculty members to explore your interest
- Narrow possible topics
- Review some of the literature and research for two or three potential topic areas
- Read the Thesis Manual (Graduate School)
- Read memorandum on Human Subjects Review (Graduate School)
- Establish a schedule of regular meetings with a faculty member
- Become more familiar with the APA Manual
- Enroll in research class for spring semester and plan when thesis credits will be taken

January to May

- Establish a committee chair  
(Failure to secure a SAHE faculty to serve as the committee chair means that you will not be able to pursue the thesis option.)
- Select a topic area
- Delineate and define your research questions
- Conduct a search for relevant literature and research
- Consult with Applied Research Lab as needed
- Establish a thesis committee (minimum of three, including a thesis chair)
- Submit draft of introductory chapter(s) to thesis chair
- If permitted, attend a thesis defense of a second year student to see the end point of the process.

June to August

- Prepare a **Research Prospectus** for--and schedule a meeting with--committee to review, discuss, and approve continuation of the process.
  - Prospectus contains an overview of the research problem, the research question, a proposed methodology, data collection tools, and an outline of the literature review.
  - This meeting must include the committee chair and at least one other committee member.
- Develop research design and analysis
- Begin developing your IRB (Institutional Review Board) proposal
- Consult with Applied Research Lab as needed
- Work on drafts of Chapters 1, 2 and 3. Special emphasis at this time should be on the Literature Review (Chapter 2)

## **SECOND YEAR**

September to late November

- Complete the Review of the Literature (Chapter 2)
- Submit draft of the Research Proposal (Chapters 1-3) to thesis chair for feedback and direction
- Consult with Applied Research Lab as needed

## December to early February

- Submit signed **Research Topic Approval Form** (RTAF) to Graduate School
  - (DEADLINE: typically December 15)
  - At least one week prior to RTAF deadline: Hold committee meeting for approval of the **Research Proposal** (Chapters 1-3). If approved by committee, each faculty member will sign the Research Topic Approval Form.
  - If the RTAF is not submitted by December 15, the student will not be permitted to continue the thesis and will be instructed to prepare for the Comprehensive Exam.
  - Research Proposal should be submitted to committee no less than one week in advance of this meeting.
  - This meeting must include the committee chair and both committee members.
- Submit Human Subjects Review Protocol to the IUP Institutional Review Board (Graduate School)
- Receive approval from Human Subjects Review
- Proceed with data collection
- Consult with Applied Research Lab
- Complete data analysis
- Develop tables and/or figures
- Complete draft of Analysis of Data (Chapter 4)

## Mid-February to late March

- Complete final copy of Analysis of Data (Chapter 4)
- Complete draft of the Summary and Conclusions chapter (Chapter 5)
- Submit chapters 4 and 5 to committee for review (by March 15); feedback on chapters will be provided to committee chairperson within 14 days to discuss with student.
- Finalize the list of references

## Late March to early April

- Provide final copy to committee members in advance of defense meeting
- Conduct **Thesis Defense** (before March 30)
  - Final thesis manuscript should be submitted to committee no less than one week in advance of the defense meeting
  - Make final changes based on committee recommendations
  - APRIL 1: Draft copy due to graduate school for review (along with signature pages)

**Effective fall 2017 for students admitted and students admitted after** -- 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.

**Ongoing Thesis students admitted "prior" to fall 2017** – Thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of thesis credits required for the program.

For more information, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://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/>

## SAHE Portfolio

### **Introduction to the Learning 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.

### **Learning Portfolio Elements**

#### **Current resume (1-2 pages)**

Resumes will reflect one's accomplishments and experiences, as well as one's personal preferences with respect to presentation (i.e., font, structure, layout, etc.). Still, all resumes should effectively communicate skills and student affairs work related experience and should have consistent formatting, descriptions that are concise and clear, and should have no spelling or grammar errors.

#### **Statement of Philosophy of the Student Affairs Profession (2-3 pages)**

There are many ways someone can go about the process of conceptualizing a philosophy statement. For many of you, this may be a new endeavor. The following description and ideas have been developed to provide guidance in this task.

*Description:* A professional philosophy statement identifies the core values that guided your choice to enter, study, and work within the student affairs profession. Your philosophy statement communicates your beliefs about why and how you work with students, describes your view of student affairs practitioners' roles, emphasizes what you believe about the nature of learning, and discusses the role student affairs plays in the learning process at institutions of higher education.

*Getting Started:* When developing your philosophy statement, identifying your values as they relate to higher education, students and your role as a practitioner is a good place to start. Areas for thought and your consideration before you begin writing your statement (please do not be limited by these, however):

- the principles and values that you believe will guide you throughout your career in student affairs;
- your thoughts and beliefs about human nature and college students, in particular (drawing on your theoretical knowledge, coursework, practical experience and research);
- what you find particularly satisfying about working with college students;
- how do you understand your role as a practitioner in contributing to student's learning and development (learning that takes place both inside and outside the classroom); and

- how you operationalize and implement your professional philosophy.

In preparing your philosophy statement, the following apply:

- begin with an introductory paragraph that clearly articulates the framework for your philosophy statement;
- write in the first person, using professional language and tone;
- use 1" margins; double-space the text; use 12pt font, either Calibri or Times Roman
- use page numbers;
- put your last name in the header;
- provide the date of submission in the footer;
- title the file with your last name first before submitting for review;
- adhere to APA guidelines for any in-text citations and associated reference pages (when references pages are needed, the reference page is excluded from the 2-3 page length); and
- end with a paragraph that summarizes and wraps up in a meaningful way your philosophy statement.

### **Learning Narratives**

Using the ACPA and NASPA's (2015 & 2016) *Professional Competency Areas for Student Affairs Educators* and *ACPA/NASPA Professional Competencies Rubrics*, you will assess yourself on each of the competencies.

Personal and Ethical Foundations (PEF)	Leadership (LEAD)
Values, Philosophy, and History (VPH)	Social Justice and Inclusion (SJI)
Assessment, Evaluation, and Research (AER)	Student Learning and Development (SLD)
Law, Policy, and Governance (LPG)	Technology (TECH)
Organizational and Human Resources (OHR)	Advising and Supporting (A/S)

There are three components to each of your Learning Narratives:

- 1) Competency Self-Assessment Survey. These will be provided to you in class.
- 2) Reflective Essay (2-4 pages). You should begin by framing the competency area and indicate how you have structured your essay. You should address how classroom experiences, assignments, assistantship/employment experiences, practicum experiences, and other co-curricular experiences (e.g., professional association opportunities) have contributed to your growth. More importantly, you should address what you have learned and how you have demonstrated and applied the knowledge and skills. Discuss each artifact (described below) in terms of how it demonstrates your knowledge and skills within the competency. You should also identify at least one area within the competency in which you believe additional growth is vital and how you plan to gain that knowledge and/or skill. In the conclusion to your reflective essay, offer an overall assessment of the extent to which you believe you achieved a foundational level of competency in that area.
- 3) Artifacts. Identify and incorporate at least one artifact which demonstrates your knowledge and skills in the competency area. Artifacts are documents that you have created or evaluative documents that have been created about you (e.g, a practicum or assistantship performance evaluation). Across the ten Learning Narratives, at least five primary artifacts must be course

assignments. Artifacts representing course assignments should include the evaluated assignment and any accompanying rubric.

Refer to course syllabi for expectations on the presentation of your Learning Narratives.

### **Timeline for Class of 2020**

- October 1, 2019–Resume Submission #1 due
- November 1, 2019–Students will receive feedback on Resume Submission #1
- December 2, 2019–Resume Submission #2 due
- January 17, 2020–Philosophy Statement Submission #1 due
- February 17, 2020–Students will receive feedback on Philosophy Statement Submission #1
- March 16, 2020–Philosophy Statement Submission #2 due
- April 10, 2020–Deadline for final approval of the philosophy statement

**Note.** Students must satisfactorily complete resume and philosophy statement (per 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 for 2020 and delay graduation.

### References

- ACPA & NASPA. (2015). *Professional competency areas for student affairs educators*. Washington, DC: Authors.
- ACPA & NASPA. (2016). *ACPA/NASPA professional competencies rubrics*. Washington, DC: Authors.

## University Policy and Procedure

**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 Wesley Lowery or the School of Graduate Studies and Research.

### Academic Calendar

View the IUP Academic Calendar: [www.iup.edu/news-events/calendar/academic/](http://www.iup.edu/news-events/calendar/academic/)

### Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### Academic Integrity

For more information, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

*The Source: A Student Policy Guide:* [www.iup.edu/studentconduct/thesource/](http://www.iup.edu/studentconduct/thesource/)

Academic Integrity

### Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### Affirmative Action

*Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.*

### Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### Continuous Graduate Registration for Dissertation or Thesis

**\*Note: Admission effective fall 2017 and after:** Master's thesis, MFA thesis and Doctoral students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Thesis.

*Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) all doctoral and master's dissertation or thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between*

*completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.*

*Once the student has registered for the number of credits required by the program of study (typically nine or twelve), or the number of dissertation or thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.*

*All dissertation or thesis credits will be pass/fail credits. Students must complete the minimum number of master's dissertation or thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for dissertation or thesis policy.*

*Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.*

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

### **Graduate Fresh Start Policy**

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

#### **Conditions for a Graduate Fresh Start Application**

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and

Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

#### Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

#### Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

#### Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

### **Graduation Graduate Residency Requirement Policy**

#### Graduate Students

1. For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.-

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

#### **Program Level Exams Appeal Policy**

For more information regarding the Program Level Exams Appeal Policy, view the Graduate Catalog:  
[www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)



### **Reexamination Policy: Candidacy/Comprehensive Examination**

No student is permitted a “third” examination without a recommendation to that effect from the degree program’s sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

## **Registration**

### **GENERAL INFO**

Registration is handled online using MyIUP. Students will need their Banner ID (the number appearing on the I-Card beginning with the @ symbol), normal Banner PIN, and an Alternate PIN that is assigned for each Fall and Spring term (note the exception to this for Summer Registration, described below). Current students obtain their Alternate PINs from their advisor. New students admitted for the next Summer/Fall will receive their Banner PIN and Banner ID in their acceptance packet from the School of Graduate Studies and Research and their Alternate PIN from SAHE with orientation information.

### **NEW FIRST-YEAR STUDENTS: SUMMER REGISTRATION**

Entering students should discuss their plans with the SAHE chairperson or their advisor, as those initial decisions will affect course-taking patterns throughout the program. Summer school courses for new students begin in the second Summer session (usually early July). Summer registration doesn’t require the Alternate PIN, but, if students have not received information from the SGSR about registration, they will need to contact the SAHE chairperson. If you applied for Fall admission but wish to begin in the Summer, contact Graduate Admissions to change your start term ([graduate-admissions@iup.edu](mailto:graduate-admissions@iup.edu)).

### **NEW FIRST-YEAR STUDENTS: FALL REGISTRATION**

Registration for Fall will be conducted for all new students during the Summer, upon notification from the department chairperson. Registration for this term must be delayed until then so the program can balance section enrollments and arrange convenient schedules of the students who will commute to IUP for classes from other assistantship sites. Until then, the required first-year courses will not appear on the SAHE schedule due to their “closed” status.

### **Graduate Registration Procedures**

Entering SAHE students will register for their 1<sup>st</sup> summer and/or fall semester using the online registration system on MyIUP. Information about registration, including your PIN, will be sent to new students by the department in early summer. For each subsequent semester, students will use this website (<http://www.iup.edu/myiup/default.aspx>) to register for their courses. Upon issuance from the Registrar/Scheduling Center, registration notices will be available from students’ academic advisors. Upon completion and approval of their course plan, students will receive their a four-digit Alternate PIN, which will need to be entered into URSA along with their student ID# and Personal Identification Number (initially one’s birth date).

Late Registration: Those who fail to initially register for the next semester before the last day of the preceding semester will incur a \$100 late registration fee (not applicable for the summer sessions or new students); failure to register for any classes before the first day of a given semester will result in a \$200 late registration fee. Students are strongly encouraged to register for courses in advance and to take advantage of the continuous registration process. Students who register early, but fail to pay their fees on time will have

their **schedule cancelled** and will not be able to register again until Late Registration (see Academic Calendars for specific dates).

*For additional information on IUP School of Graduate Studies & Research Policies and Procedures including Students Rights and Responsibilities see the [IUP Graduate Catalog](#).*

*\*Specific registration information is available at [my.iup.edu](http://my.iup.edu)*

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar: [www.iup.edu/bursar/](http://www.iup.edu/bursar/)

### **Social Equity**

The Office of Social Equity: [www.iup.edu/social-equity/](http://www.iup.edu/social-equity/)

For more information regarding University policy, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### **Student Conduct**

Policies from the Office of Student Conduct: [www.iup.edu/studentconduct/policies/](http://www.iup.edu/studentconduct/policies/)  
*(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)*

### **Time Limitations**

*Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.*

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### **Time-to-Degree Masters/Doctoral Dismissal Appeal Policy**

*A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.*

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

*If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.*

- a. Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*

### **Title IX Reporting Requirement**

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)

### **Transfer of Credits (Effective fall 2017) Policy**

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: <http://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/>

## **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/](http://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/](http://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 brown bag sessions, 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 expected 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. 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 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 his/her résumé plus a statement highlighting what the candidate perceives as his/her most outstanding accomplishments during his/her 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 and current SAHE students, 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 presented by Tom (SAHE '05) and Erin Baker annually each spring at the SAHE Banquet. 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 bettering 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.

**Student Rights and Responsibilities**

For more information regarding student rights and responsibilities, view the Graduate Catalog: [www.iup.edu/graduatestudies/catalog/](http://www.iup.edu/graduatestudies/catalog/)



## 2018-2019 IUP SAHE Calendar



### Important University and Program Deadlines

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

#### Fall Semester 2019

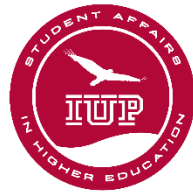
- August 26 (Monday) Classes Begin
- August 29 (Thursday) SAHE Kick Off (Co-Op Lodge)
- September 2 (Monday) Labor Day (No classes)
- September 5 (Thursday) Application Deadline for Nancy Newkerk Scholarship (Class of 2019)
- November 1 (Friday) SAHE Practicum & Recruitment Fair (Ohio & Susquehanna Rooms)
- November 18-22 Thanksgiving Recess (No classes)
- November 25 (Monday) Classes Resume
- December 9 (Monday) Last day of classes
- December 10-13 Final Exams
- December 14 (Saturday) Commencement

#### Winter Semester 2019-2020

- December 19 (Thursday) Classes Begin
- January 10 (Friday) Classes End

#### Spring Semester 2020

- January 21 (Tuesday) Classes Begin
- TBA SAHE Visitation/GA Interviews (HUB)
- March 2-5 ACPA Convention (Nashville, TN)
- March 9-13 Spring Recess (No Classes)
- March 25-28 The Placement Exchange (Austin, TX)
- March 28-April 1 NASPA National Conference (Austin, TX)
- March 30 (Monday) Nomination Deadline for the S. Trevor Hadley Outstanding Student Award
- April 6 (Monday) Nomination Deadline for Get Involved! Award
- May 1 (Friday) Deadline to Apply for Graduation
- May 4 (Monday) Last day of classes
- May 5-8 Final Exams
- May 7 (Thursday) SAHE Banquet (tentative)
- May 8 (Friday) IUP Graduate Commencement (Kovalchick Complex)
- May 9 (Saturday) SAHE Commencement (Pratt Auditorium)



**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 John Wesley Lowery, Ph.D. by Thursday, August 29, 2019**

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