



IUP Graduate Handbook

MA in Student Affairs in Higher Education

Department of Student Affairs in Higher Education

Handbook Updated 2024

M in Student Affairs in Higher Education

Introduction

Welcome

Dear SAHE 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.

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

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 year program with a core curriculum of five courses and a 36-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 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 1990 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 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.

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 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?
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IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center: www.iup.edu/career/

IUP Parking Services and Visitor Center: www.iup.edu/parking/

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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.

dean 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 instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student's allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

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. In the event a student does not successfully complete the comprehensive examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and

Graduation

For students admitted after Fall 2017 –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 students admitted prior to Fall 2017 –Dissertation and 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 dissertation credits required for the program. “Extended” dissertation credits are not calculated into a student’s CGPA.

For more information 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 [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar www.iup.edu/newsevents/calendar/academic/

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.

www.iup.edu/gradcatalog

www.iup.edu/research/

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 presents 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

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

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

Print Name

Signature

Date

Submit to John Wesley Lowery, Ph.D. by Friday, September 1
SAHE will keep this signed document on file.