STEPHEN F. AUSTIN
STATE UNIVERSITY
Student Affairs and
Higher Education

Graduate Program Handbook

College of Education

Department of Human Services and Educational Leadership

Master of Arts
in
Student Affairs and Higher Education (SAHE)

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About the Program

Successful completion leads to a Master of Arts in (MA) in Student Affairs and Higher Education (SAHE) from Stephen F. Austin State University (SFASU). The program is framed by the Council for the Advancement of Standards in Higher Education (CAS), which ensures academic rigor and quality of learning. Our program curriculum also has a distinctive "core four" which features an emphasis on diversity, college student development, assessment, and student success across the curriculum. These courses are also grounded in the ACPA and NASPA Professional Competencies.

Within the SFASU SAHE program, students will immerse themselves in the study of college student development and college administration. They will enter a community of emerging professionals who are dedicated to a similar career passion. To facilitate a strong sense of community, the SAHE program participates in the NASPA Graduate Associate Program and has a professional honor society for student affairs practice, Chi Sigma Alpha. These programs and organizations hold social events, speakers, and other professional development events.

This program has a two-course research core courses, SAHE 5356 - Professional Development Seminar and SAHE 5344 Research and Program Evaluation. Students develop an individualized *final project* focused on contemporary or historical issues in higher education. Graduation requirements also include a professional portfolio and the completion of practicum (internship) experiences. Part-time students may have the practicum requirement waived if they have at least 6 months of previous higher education experience to be substituted with approved elective coursework. Graduate assistantships are available on campus and at nearby partnering institutions but are not guaranteed.

Evening classes are offered in a fixed cohort model for full-time students and a fluid cohort model for part-time students. A mix of online courses are offered through synchronous (Zoom/Livestream) and asynchronous. However, most classes are traditional, face-to-face instruction through Zoom.

Program Announcements and Documents

All major announcements for program events and reminders will be communicated via e-mail to the program e-mail distribution list. All students are automatically added. All program documents such as manuals, guides, forms, or position descriptions will be communicated through this email list. Students are automatically added once they are enrolled. Students will need to regularly check e-mail to participate in our academic program and related professional experiences.

Components of this SFA SAHE graduate program handbook content are taken from Southern Illinois University Edwardsville CSPA program (2016-2021) and SFA Counseling and School Psychology programs.

Mission Statement

The mission of the SFA Master of Arts degree Student Affairs and Higher Education program is to develop and advance higher education professionals across the competencies of diversity, assessment, college student development, and student success who will demonstrate leadership within the profession.

Program "Core Four" Competencies

Program Core Competency I: Diversity

1.   Knowledge of diversity and issues of oppression, privilege, and power

2.   Ability to apply knowledge and understanding of diversity issues in the student affairs profession

This competency is adapted from the ACPA and NASPA competencies (2016) and highlights the important concepts of diversity and inclusion. ACPA and NASPA define social justice as the equitable distribution of resources so that all individuals are safe and secure both physically and psychologically. ACPA and NASPA (2010) define inclusion as a process that challenges the normativity of dominant groups by recognizing all groups and populations as diverse relative to one another. The SAHE program adheres to these professional definitions of social justice and inclusion in the practice of student affairs and higher education administration. Students explore this theme in the SAHE 5336 - Diversity Issues in Student Affairs and SAHE 5337 - Organization and Group Dynamics courses.

Program Core Competency II: College Student Development

1.   Knowledge of concepts and principles of college student development and learning

2.   Ability to facilitate student engagement and involvement in programming to promote student learning and development that are based on current research on student learning and development theories.

This competency is adapted from the ACPA and NASPA (2016) competencies and addresses the principles of student development and learning theories. This includes the ability to apply theory to improve and inform student affairs and teaching practice. Students explore student populations and theories in SAHE 5319 - Introduction to the Student Affairs and SAHE 5343 - Theories of College Student Development course.

Program Core Competency III: Assessment

1.   Ability to analyze assessment and research data in higher education

2.   Ability to ethically conduct research and assessment in higher education

3.   Knowledge of foundational level assessment, evaluation, and research methodologies in higher education

This competency is adapted from the ACPA AND NASPA competencies (2016), and focuses on the ability to design, conduct, critique, and use various assessment methodologies and the results obtained from them to inform practice. Students engage in applied research in SAHE 5356 - Professional Development Seminar, SAHE 5346 - Ethical and Legal Issues, and SAHE 5344 - Research and Program Evaluation courses.

Program Core Competency IV: Student Success

1. Knowledge of advising and supporting strategies

2. Ability to use theory and knowledge to practice the student affairs profession effectively and ethically in the areas of advising and supporting students

This competency is adapted from the ACPA AND NASPA competencies (2016). This addresses the knowledge, skills, and dispositions related to providing advising and support to students and groups through intrusive and developmental approaches. Students explore this theme in SAHE 5345 - Leadership and Administration in Student Affairs, PCOU 5178 - Special Topics in Counseling (mandatory elective), and SAHE 5381 - Interviewing and Helping Skills courses.

Program Learning Outcomes

At program completion SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

Assessment, Evaluation, and Research
Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.

Intrapersonal Development
Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.

Interpersonal Competence
Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership. (CAS Standard)

Leadership Skills
Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.

Practical and Technical Competence
Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

Related SFA Academic Policies

Admissions Policies

To be considered for admissions, students will need to complete the required application materials and return them to the appropriate office. The SAHE program admits on a rolling basis for fall, spring, and summer admission. For those students interested in graduate assistantships, they should apply to begin the fall semester. No GRE or letters of recommendation are required.

To Apply to the SAHE program:

1.   completion and submission of SFA Graduate School application at ApplyTexas

2.   official transcripts of all college/university credits

3.   completion of an undergraduate degree

4.   Information/Data Sheet

5.   current resume (include names, professional title, email address, and telephone numbers of at least 3 references)

6.   introduction video focused on diversity experiences (5 minutes maximum; guidelines found in this packet); and,

7.   personal statement (see this document for guidelines).

Carefully review all application materials and forms to ensure completion of all required information. Then submit them as indicated below.

Email program application, reference list, current resume, video link and leadership profile to:

Dr. Pietro A. Sasso, SAHE Program Coordinator
Stephen F. Austin State University
Pietro.Sasso@sfasu.edu

Note: All materials inclusive of transcripts must be received PRIOR to being considered for the program. Direct any questions on the application process to the SAHE program coordinator, Dr. Pietro A. Sasso, at 936.468.1418 or Pietro.Sasso@sfasu.edu.

Personal Statement

The personal statement consists of three sections:

(1) a retrospective of leadership or student involvement experiences over time

(2) a brief, autobiographical sketch that speaks to life and informs readers of personal and professional background or history

(3) a statement/summary of professional goals about career future in student affairs and higher education.

The overall personal statement may include information on any formal education at the graduate and undergraduate levels, staff or professional development, technical training, or professional experiences. The profile should convey a personal and professional history that enables SFA SAHE faculty members to know the person who is applying to the masters program. There is not a required specific format or structure, however, please type your profile, and use a double-space format.

Introduction Video

The SFASU Student Affairs and Higher Education (SAHE) program values diversity and inclusion of the contemporary college student and potential for leadership. A video must accompany your application. This video should be no more than 5 minutes. In the video, you will need to introduce yourself and discuss with the SAHE program faculty about your experiences with negotiating cultural differences in your life. Insert your link into the personal statement to share your video and make sure it can be accessed.

Program Admissions

The SAHE program practices holistic admissions in which we consider student and professional involvement and career aspirations in accordance with SFASU Graduate School admissions criterion. There are 2 levels of admission:

- **Clear Admission-** This admission status allows students to work toward a graduate degree. Generally, students who have an undergraduate grade point average (GPA) of 2.5 on a 4.0 scale and a 2.8 on the last 60 hours of undergraduate work, are eligible for admission into program.
- **Probationary Admission-**Students who do not meet the clear admissions standards may be eligible for probationary admission. Probationary admission status allows students to work toward a graduate degree, however, the students must earn a B average on coursework in the first twelve semester credit hours of study (or the number of hours set by the graduate advisor). Probationary students who do not meet that objective will be placed on academic suspension. To be considered for probationary admission, students must have an overall GPA of 2.3 and the consent of a progam coordinator and must be recommended by the major academic department and the appropriate academic dean.

Transfer of Credits

Students who transfer from a different university may transfer up to 9 credit hours. The hours must be reviewed and approved by the program coordinator. Once the credit hours are approved a transfer credit form must be completed.

Advising

Once a student is admitted into the SAHE, they are assigned a faculty advisor. This is provided in an e-mail sent from the program coordinator. This allows the student to review the class rotation and understand the progression of when to take classes. The faculty advisor will help the student complete a degree map, develop a degree completion schedule, and select courses each semester. Students can follow the degree plan and register for classes before the semester begins. Students are encouraged to contact the advisor before the registration period opens. Faculty may not be available between semesters. Several courses have enrollment caps to provide adequate instruction or may only be offered once per year. Enrollment is first come, and delayed advising can result in unavailable courses.

Upon admission, students will be assigned to a faculty advisor. During the first semester in the program, students must complete and submit a program course plan with their advisor. Program Planning Worksheets are available from the program coordinator.

Academic Progress

All students must demonstrate adequate academic progress. Students are only permitted to earn two C letter grades in the SAHE program. Upon receiving the third C, students are removed from the program. Students who make a grade lower than a C in any course will be dismissed from the program. Courses may be repeated to improve the grade. Repeating a course does not remove the C from the record to determine adequate academic progress.

Students must maintain a grade point average of 3.0 or above to continue admission to the SFASU Graduate School and SAHE program. Students who fall below a 3.0 are placed on academic probation for one semester. Failure to raise the GPA to a 3.0 during that semester will result in academic suspension. Once a student is placed on academic suspension, they cannot enroll in any classes for at least one semester before enrolling in classes.

Academic Appeals (SFASU Policy 6.3)

This policy provides a formal process for students to appeal academic decisions. All relevant documentation under consideration at each step will be forwarded to the appropriate parties at the next procedural level. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations or decisions at each level are generally made within four weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final grade if inappropriate criteria were used in determining the grade, the instructor did not adhere to stated procedures or grading standards, or other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor's professional judgment regarding the quality of the student's work.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals must be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade.

A student may appeal substantial and/or unjustified deviation from academic policies, procedures, and/or requirements.

These steps are to be followed when making an academic appeal:

1. Students must first appeal to the individual with whom they have an academic dispute. In the case of a final grade dispute, they must appeal to the instructor within thirty (30) calendar days after the first-class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit head.

2. If the dispute is not resolved, the student may appeal to the academic unit head. The academic unit head then requests a written statement from the individuals involved in the dispute. The academic unit head provides both parties a written recommendation.

3. If the dispute remains unresolved after appeal to the academic unit head, either individual involved in the dispute may appeal in writing to the academic dean. The dean notifies both parties of the continuation of the appeal and provides a written recommendation.

4. Prior to making a recommendation, the dean may refer the appeal to the college council. If the college council has no student members, the dean asks the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council reviews all documentation and submits its recommendation to the dean.

5. After a decision is made by the dean, either party may appeal inwriting to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation is submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs. The provost and vice president for academic affairs evaluates all documentation and any additional oral presentations.

6. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the final decision.

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, are the sole judge of the grades received by the students in their course.

Elective Options Policy

All students have a 3-credit elective option for which they may take a SAHE special topics course. Students that have one of the practicum courses waived (if they have at least 6 months of previous higher education experience) may take a second elective to substitute for the second practicum. All electives must be approved by the program coordinator before the student may enroll in the course. Students should not take courses outside of the SAHE program. However, if necessary for scheduling purposes, the student must receive approval to take the course both from the program coordinator and the course instructor.

Retention, Remediation, and Dismissal

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program coordinator will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

Due Process

Students who are identified as at risk will have the opportunity to meet with the faculty to hear their concerns, provide additional information that may be relevant, and review the remediation plan. Students have the right to appeal the faculty decision to the department chair. Students wishing to appeal against the faculty decision will need to discuss the appeal process with the department chair.

Time Limitations

To ensure that graduates are trained in the most current professional environment, SFASU requires completion of the master's degree within a six-year period. Coursework that is prior to the six-year period may not be accepted for credit. Students can request a review from the progam coordinator of the content of the course syllabus to determine whether it encompasses current professional knowledge. Students will also be asked to demonstrate retention of the knowledge.

Final Project

The purpose of the master's Final Project in the SAHE program is to allow the student the opportunity to engage in basic research that addresses a relevant educational issue in a parsimonious, coherent, and documented manner resulting in a finished product that leads to increased knowledge in the field and prepares the student for future research endeavors. Also, students will develop basic research skills that apply to student affairs professionals' work. Additional information is available in the Final Project Guide distributed to students in SAHE 5356 - Professional Development Seminar.

The final project sequence consists of concepts gained from SAHE 5344 - Research and Program Evaluation and SAHE 5356 - Professional Development Seminar courses. In SAHE 5356, student will author a research paper reporting and orally defend their paper. The final project paper is intended to be completed in one semester, generally during the program's final semester unless approved by the student's faculty advisor or progam coordinator.

Final project topics should be related to the field of student affairs and higher education, postsecondary policy, and/or college access, and they must be approved by the SAHE 5356 course instructor. Students should be mindful of the time limitations when they select a topic.

Financial Aid

Information about the Financial aid process, Student Loans, College Work-Study, various institutional programs, and tuition and fee deferments may be obtained from the Office of Financial Aid.

Graduate Assistantships

Many graduate assistantships are available to provide SAHE students with additional professional experience. Assistantships are available on a competitive basis for SAHE students at SFASU in the Division of Student Affairs, Enrollment Management, Office of Diversity, Equity

and Inclusion, and Athletics. This special collaboration across campus provides preference to SAHE students for open positions, but positions are not guaranteed. A stipend and partial tuition waiver are provided for assistantships and Residence Life/Housing positions provide room and board. Additional off-campus opportunities exist at partner institutions. Off-campus graduate assistantships offer a partial tuition waiver, and some offer a compensation package of housing, meal plan, and a stipend. All partnering institutions are approximately 60-90 minutes from campus located in the East Texas region. These are completely accessible because the program is offered through a livestream/Zoom format.

The placement process begins typically each spring semester in March. Therefore, if a student is interested in an assistantship, it is important to apply to be considered for admission before this date. If a student is placed into an assistantship, they are not allowed to switch into another position without the prior consent of the site supervisor and the program coordinator. For more information, please contact the program coordinator.

Livestream/Zoom Policy

SAHE students will attend courses via Zoom video conferencing. Students wishing to attend via Zoom must state so in their initial application materials, meet all admissions requirements, and be approved.

The following criteria, in addition to all program and course requirements, must be met:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom. Students will be responsible for all course assignments and program requirements
- In the event of a technology issue of the instructor's/university's fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student's fault occurs, the course policy for class absences will be followed, according to the syllabus.

Students must adhere to the Distance Education Policy:

- Policy Statement: Courses developed for distance education modalities (e.g., Zoom, online, hybrid) provide ease and convenience for students. As more course offerings move to virtual modalities, guidelines for course participation and etiquette for students and instructors creates course structure. Courses utilizing Zoom or other video conferencing tools benefit from explicit expectations to increase involvement.
- Scope of Policy: Students and instructors collaborating in an online course that utilizes Zoom or other video conferencing tools follow etiquette guidelines increasing course structure and establishing a productive course environment.

Policy:

1. Choose a location with low noise level, few distractions, and good connection to the internet. The connection should be made using a computer, not a phone. A landline connection is preferred. If the student's internet connection is unstable, they may be marked absent.

2. Students should display their first and last name. Preferred first names (e.g., Tom instead of Thomas) may be used as long as it is identifiable for faculty.

3. When attending synchronous classes, your video feed (i.e., camera) must stay on for the duration of the course period unless otherwise stated in the expectations in the course syllabus or as directed by the instructor for specific activities. Students attending the course or other event should ensure the background captured by the camera is appropriate (e.g., not in a bed or

bathroom, at a sporting event, restaurant, or other place of business) and not distracting to others in attendance (e.g., movement of people or pets).

4. Background noise should be minimized. It may be recommended to join the meeting muted (check individual syllabi for each professor's preference). Use the mute function unless talking. If possible, use a headset with a microphone when talking to decrease distracting background noise. If it is not possible to use a headset, minimize noise distractions (e.g., lawn maintenance, noisy pets, other individuals in the house). If unable to move away from the loud or distracting environment, mute the microphone while not actively speaking so as to minimize distractions to others.

5. Wear appropriate clothing. Clothing suitable for in-person classes is appropriate for attending online classes (e.g., pajamas are not appropriate attire). Appropriate attire could range from casual to smart casual for class meetings.

6. Use appropriate language and gestures when participating in course discussions. Attempt to take turns during discussions and not talk over others.

7. Use the chat option to ask questions, if appropriate. Just as in face-to-face classes, use appropriate language that is not offensive or vulgar and refrain from making off topic comments.

8. If the video meeting platform has a "Raise Hand" function, use that function to indicate you have something to say, as appropriate.

9. Do not multitask during the course period unless directed to find information related to the course by the instructor. Wait until after class to read emails, watch videos, or work on other course material.

10. Ask faculty for permission to record the class.

11. When taking an exam, your video feed must be on. Your video view must be of yourself and your work area. Failure to display yourself or your work area may result in a score of 0 for the exam.

12. Certain courses may have additional requirements specific to the nature of the course, which can be found in the course syllabus.

Parties and Responsibilities: Students are responsible for adhering to the above procedures when participating in courses provided through Zoom or video conferencing platforms. Violations of procedures are addressed by faculty.

SAHE Core Faculty

Dr. Pietro A. Sasso holds an M.S. in Student Affairs and College Counseling from the University of Rochester and a PhD in Higher Education from Old Dominion University. He serves as the faculty co-director of the SAHE program and Director of the RAISE Center. Dr. Sasso has previously worked as a higher education professional across fraternity/sorority advisor, first-year experience, academic advising, and residence life. He has over 15 years of related professional experience in which he has written about 60 scholarly publications including 10 books and facilitated over 80 conference presentations. He serves as a reviewer for more than 5 journals including the Journal of Student Affairs Research and Practice and serves as senior co-editor for the text series Identity and Practice in Higher Education-Student Affairs by Information Age Publishing. His research interests include the college experience; (2) student success; and (3) educational equity across cocurricular spaces. He is the recipient of the AFA Dr. Charles Eberly Research Award and is a past ACPA Men and Masculinities Emerging Scholar-In-Residence.

Dr. Hollie G. Smith holds a B.S. and M.A. in Psychology with an emphasis in Management from SFA, and an Ed.D. in higher education administration from Texas A&M-Commerce. She serves as the Executive Director of Student Life, overseeing programs such as Orientation and Transition Programs, Student Publications, Center for Career and Professional Development., Student Engagement Programs, Student Government Association, and the division's annual assessment initiatives. In addition, she serves as an Adjunct Faculty member, teaching psychology, SFAS1101 and graduate Student Affairs and Higher Education courses. She has more than 20 years of related professional experience in the field and authored four scholarly articles and facilitated over 30 conference presentations. Her research interests include first year transition programs, student learning outcomes, and program evaluation. She is the recipient of the SFA Outstanding Young Alumnus, TACUSPA Dissertation of the Year, NODA Outstanding Advisor, and the University Professional Women's Association Woman of the Year awards.

Dr. Brandon Frye has a B.S. in History/Secondary Education from and a Master of Arts in Student Development from Appalachian State University and a Doctor of Philosophy in Student Affairs Administration from the University of Georgia. He has over 21 years of work experience in Higher Education. He currently serves as Vice President of Student Affairs at Stephen F. Austin State University (SFA) in Nacogdoches, Texas. Prior to his employment at SFA, he worked in progressive administrative roles at the University of West Florida (UWF), Auburn University, University of Georgia (UGA) and Appalachian State University (ASU). Dr. Frye served as an adjunct instructor at UGA, Auburn University and UWF prior to working at SFA. Dr. Frye's research interests include supervision, skill development, student conduct administration, and assessment practices. He has also worked as a consultant to various educational institutions on the topics of higher education administration, student conduct, and organizational development. He is a member of

NASPA-Student Affairs Administrators in Higher Education and also serves as Vice President for the Board of Directors of PIKE University for the Pi Kappa Alpha International Fraternity. Dr. Frye was recognized as the 2002-2003 UGA New Professional of the Year for the Division of Student Affairs and as the 2018-2019 UWF Student Government Association Distinguished Staff Award.

Andrew Dies earned his bachelors in Social Work from the University of Kansas and his masters in Higher Education Administration from North Carolina State University. Dies will also be finishing his doctoral degree from Georgia Southern University in May of 2023 where he is studying adverse childhood experiences, resilience, and protective factors. He serves as the Assistant Vice President of Student Affairs and Dean of Students at SFA. Dies has worked in student affairs for 15 years, with time in residence life, student conduct, and the Dean of Students office. Dies has spent the last five years as a Dean of Students at multiple institutions across the country.

Dr. Veronica Beavers currently serves as the Deputy Chief Diversity Officer for the Office of Diversity, Equity, and Inclusion for Stephen F. Austin State University. She is a two-time graduate of SFA. She received her Bachelor of Science with a double major in Biology and Psychology. In addition, she received her Master of Education with an emphasis on Educational Leadership. She earned her EdD Higher Education Leadership at Texas A&M University Commerce. Dr. Beavers has over a decade of experience working in higher education departments such as Multicultural Affairs, Title IX, Orientation Programs, and Residence Life. She is also an adjunct professor in the Student Affairs Higher Education Program and SFA's SFAS 1101 Program. During her time as a professional, Veronica has received multiple awards, such as NODA Region IV Outstanding New Orientation, Transition, and Retention New Professional, the SFA Deans Excellence Award, and The Organization for Women's Leadership and Equity Advocate Award. She was recognized for a grant she received from the Texas Commission of Arts for her efforts in promoting diversity and inclusion at SFA. Her research interests include student success, first-year student programs, diversity, social justice, and multiculturalism. When asked what she loves most about working at SFA, Veronica will reply by explaining her love for mentoring students and contributing to their success.

Dr. Michara Delany-Fields earned her Bachelor of Science in Health Studies Master of Science in Human Performance at Texas Southern University as well as her PhD in Educational Leadership in Higher Education from Prairie View A&M. At SFA, she serves as the chief diversity officer for the Office of Equity, Diversity and Inclusion. Dr. Delany-Fields was the inaugural Chief Diversity officer at SFA where she oversees campus climate and creates strategic initiatives. She previously served as interim dean of students, interim vice president for student affairs, and assistant vice president for student affairs and student engagement at Albany State University. Her research interests include diversity, inclusion, social justice, and women in in higher education.

Lacey Folsom earned both a BS in human sciences at SFA and a master's in interdisciplinary studies, with a focus on counseling, educational psychology and human sciences. She is currently pursuing an EdD in Educational Leadership with a concentration in higher education at Stephen F. Austin. Lacey serves as the Director of Student Engagement, at Stephen F. Austin State University. As Director, Folsom oversees Fraternity and Sorority Life, Leadership and Service, Campus Activities, and Spirit and Tradition programs. Folsom has worked in student affairs for more than ten years in various capacities both in her role within student engagement and with campus-wide initiatives including serving as a conduct officer and a Title IX deputy. Folsom currently serves as the Vice President of Membership and Marketing for TACUSPA (Texas Association of College & University Student Personnel Administrators).

SAHE Curriculum

Course	Title	Offered	Credits
1	SAHE 5319 - Introduction to Student Affairs	Fall	3
2	SAHE 5336 - Diversity Issues in Student Affairs	Fall	3
3	SAHE 5337 - Organization and Group Dynamics	Fall	3
4	SAHE 5343 - Theories of College Student Development	Fall	3
5	SAHE 5345 - Leadership and Administration in Student Affairs	Summer	3
6	SAHE 5346 - Ethical and Legal Issues	Spring	3
7	SAHE 5351 - Finance Issues in Student Affairs	Fall	3
8	SAHE 5356 - Professional Development Seminar	Spring	3
9	SAHE 5381 - Interviewing and Helping Skills	Spring	3
10	SAHE 5696 - Student Affairs Practicum I or Elective	Summer	3
11	SAHE 5696 - Student Affairs Practicum II or Elective	Summer	3
12	SAHE 5344 - Research and Program Evaluation	Spring	3
13	PCOU 5385 - Lifespan Development or Elective	Fall/Spring	3
14	PCOU 5178 - Special Topics in Counseling (Mandatory Elective)	Fall/Spring	3
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Course Sequence

Full Time

Fall I	Spring I	Summer I	Fall II	Spring II
SAHE 5319 - Introduction to Student Affairs SAHE 5336 - Diversity Issues in Student Affairs SAHE 5343 - Theories of College Student Development	SAHE 5346 - Ethical and Legal Issues SAHE 5344 - Research and Program Evaluation SAHE 5381 - Interviewing and Helping Skills	SAHE 5345 - Leadership and Administration in Student Affairs SAHE 5696 - Student Affairs Practicum	SAHE 5351 - Finance Issues in Student Affairs SAHE 5337 - Organization and Group Dynamics PCOU 5385 - Lifespan Development or Elective	SAHE 5356 - Professional Development Seminar PCOU 5178 - Special Topics in Counseling

Part-Time

Fall I	Spring I	Summer I	Fall II	Spring II
SAHE 5319 - Introduction to Student Affairs SAHE 5336 - Diversity Issues in Student Affairs	SAHE 5346 - Ethical and Legal Issues SAHE 5344 - Research and Program Evaluation	SAHE 5345 - Leadership and Administration in Student Affairs PCOU 5178 - Special Topics in Counseling	SAHE 5351 - Finance Issues in Student Affairs SAHE 5343 - Theories of College Student Development	SAHE 5356 - Professional Development Seminar SAHE 5381 - Interviewing and Helping Skills
Summer II	Fall II			
SAHE 5696 - Student Affairs Practicum or Elective	PCOU 5385 - Lifespan Development or Elective			
	SAHE 5337 - Organization and Group Dynamics			

Practicum Policies

General Policies

The practicum is for students to apply newly learned higher education/ student affairs knowledge, learn new skills, and gain exposure and experience in additional functional areas of interest. Practicums are only available in the spring and summer semesters. (See information about summer practicums, below).

As part of the practicum, students are also required to attend a practicum orientation the semester before the practicum and the practicum seminars associated with the course. In addition, students will complete assignments based on the practicum work.

Graduate Assistantship/Employment Overlap

Traditional, full-time students who also hold a graduate assistantship in an appropriate college setting may NOT apply their assistantship hours towards their practicum requirements. Assistantships include tuition assistance and are considered employment. Students who are currently employed full-time in a college student services job may count up to 25% of their practicum site work in their current job.

Professional Development Hours

Students may count some hours of professional development towards the practicum experience. This should not exceed more than 20 hours total for any professional development experience. These include webinars, staff professional development training, conferences (regional, local, or national), speakers, or seminars. No experience from a graduate assistantship or full-time employment can be counted towards this 20-hour maximum. Students must obtain approval from the practicum course instructor and their site supervisor.

The distribution of the required hours is outlined in the table below:

Category	Student employed full-time in higher education (PT student)	Student who is not employed full-time in higher education (FT student)
Concurrent Professional Experiences	38 hours	0 hours
Minimum Hours on Practicum Site	80 hours (7-8 hours/week)	118 hours (8-10 hours/week)
Course Seminar Meetings	12 hours	12 hours
Course Assignments	20 hours	20 hours
Total:	**150 hours**	**150 hours**

Goals of the Practicum Sequence

1. Assess oneself compared to professional and ethical standards of the Student Affairs and Higher Education profession

2. Hone knowledge, skills, and abilities related to counseling and college student affairs administration in a collegiate setting by performing the functions of a professional student affairs practitioner under the supervision of the assigned instructor and site supervisor

3. Reflect on one's strengths and weaknesses regarding assigned practicum responsibilities

4. Integrate and synthesize field experiences with the SAHE curriculum

5. Become a reflective practitioner

6. Broaden and deepen understanding of higher education and student affairs

7. Develop a deeper and more detailed understanding of student affairs as a profession

Summer Practicums

Summer Practicum Overview

Typically, summer practicum experiences are more administrative in nature as there are not as many student contact opportunities available. Typical summer practicum opportunities may include student leadership retreats, student transition programs, summer conference housing, orientation, bridge programs, or administrative positions.

Concurrent Registration for SAHE

It is possible to register concurrently for 6 credits of SAHE 5696 - Student Affairs Practicum in any semester for 300 hours. This recommended for any students doing a national placement such as with ACUHO-I (residence life), NACA (student activities), NASPA (student affairs), (NODA (orientation), or ACUI (student union).

Summer Placement Exchange Internships (Paid Experiences)

Summer paid internships are available through several of the professional organizations in student affairs especially and specifically for graduate students. Students seeking a summer placement for NODA for orientation and transition programs or for ACUHO-I for housing/residence life should speak with the progam coordinator in the fall as the forms are due at very beginning the spring semester. Summer Placement Exchanges:

Association/Organization	Deadline
ACUHO-I (Residence Life)	Mid-January
NODA (Transition/First-Year Experience)	Mid-January
NACA (Student Activities)	Mid-January
ACUI (Student Union)	Mid-January
NACADA (Academic Advising)	Rolling

General Practicum Timeline for Students

Practicum Semester	
Week 1 of semester (or prior, in some cases)	Practicum work hours begin
Week 8 of semester (Week 5 in summer)	Formative Midpoint Evaluation conducted by site supervisor
Last week of classes	Practicum work hours end
First day of finals week	Supervisor submits Final Evaluation
Finals week	Student submits final paperwork and reflection to faculty supervisor
Finals week	Student submits Site Evaluation Form to faculty supervisor

Additional Policies and Requirements for Practicum

Liability Insurance

At select placements students will be encouraged to obtain and maintain liability insurance. More information will be provided to affected students.

Practicum Forms and Publications

Several forms and publications are important to the SAHE practicum and practicum sequence. These are shared and reviewed by the program coordinator during practicum orientation.

Permission to Begin Practicum/Practicum Hours

Students may not begin their practicum work until they are enrolled in the appropriate courses, have demonstrated evidence of liability insurance (if required), have submitted a signed/completed Practicum Agreement/Acceptance of Terms form, and have secured approval of the site from the appropriate program coordinator. Only in special cases approved by the faculty can hours begin before the academic term in which the practicum occurs.

Practicum Requirement Substitution

Students with less than 6 months prior experience working in higher education are required to do one practicum for 3 credits. It is strongly recommended that the two practicums be at different sites with different site supervisors. Students with at least 6 months experience working in higher education are *not* expected to complete one experience which are substituted with elective coursework. The practicum course is SAHE 5696 - Student Affairs Practicum and students need to be registered for that course during each practicum semester.

Course Prerequisites

Students must complete at least two required SAHE non-practicum courses before enrolling in a practicum. Since one of the goals of the practicum is to apply knowledge and skills learned in SAHE coursework, students need to have had some SAHE coursework before doing their practicum. In unusual circumstances, students will be able to enroll in a practicum: after having taking only one prior SAHE course; or during their first SAHE semester of coursework while concurrently taking another SAHE course.

Practicum Orientation

Students must attend the practicum orientation. Site supervisors are encouraged to attend, especially if it is their first-time supervising. The practicum orientation will cover: Practicum general goals and objectives, development of student personal practicum curriculum, practicum assignments/products, and student assessment.

Academic Writing and Research

Overview of Expectations

The SAHE program is a writing intensive graduate program which also prepares students to engage in the critical discourse of the profession of higher education/student affairs. There are expectations that students will be able to apply a critical lens to communicate research outcomes effectively which inform the development of student development and retention programs or policies.

The SAHE program requires the use of the Publication Manual of the American Psychological Association (APA) 7th Edition as the guide for all written assignments during the duration of their program. Students in the program should be familiar with this style guide prior to completing and handing in any papers for graduate courses. The APA manual may not be a required text for many of the graduate courses taken; however, students are expected to refer to it for guidance for all written assignments in all SAHE courses. A tutorial is provided in SAHE 5319 -Introduction to Student Affairs and students seeking additional clarification should reference the APA 7 manual or the Purdue Owl at http://owl.english.purdue.edu/owl/

Each student must author an analysis of a critical issue in student affairs/higher education in SAHE 5356 - Professional Development Seminar. This assignment will include a literature review and students will engage in deeper learning to provide for an in-depth investigation of a significant issue of interest within one of the functional areas.

Academic Support Plan

Students who demonstrate difficulty with academic writing or critical thinking in any course will be referred for academic support under an Academic Support Plan. Such students will be provided additional academic supports which may include: completion of an Academic Development Plan specifying the focus areas for improvement and the improvement strategies; instructor completion of the Writing Evaluation Checklist indicating the problematic elements of a student's writing; participation in Writing Circles, which are small groups of students who work together to help each other with writing; participation in a writing class; other strategies, as deemed appropriate.

Failure to complete the ASP may result in deferral of the final project course sequence or academic dismissal from the program.

SAHE Program Awards

Dr. Adam Eugene Peck SAHE Student of the Year

This award recognizes a graduating or recently graduated SAHE student in the program who has demonstrated academic success, leadership, and commitment to the SAHE program and the profession of higher education/student affairs administration. In reviewing the nomination, faculty will consider outstanding involvement in the classroom (academic achievement), professional practice (employment, practicum, or assistantship), and commitment to the profession (involvement in local, regional, or national associations).

For a candidate to be nominated as a SAHE student, the individual should be nominated by a SAHE program faculty.

Outstanding Contributions by a SAHE Student

This award is presented to SAHE student(s) who have provided outstanding, voluntary, non-compensated service and contributed to the enhancement of the SAHE program and/or the higher education profession.

Examples include but are not limited to:

1. Contributions to SAHE and/or SFA through leadership positions, service on committees or projects, or volunteerism/community service beyond internship/job requirements

2. Contributions to ongoing research that advances the field

3. Contributions to local, state, regional, and/or national organizations (e.g., professional presentations, committee/commission participation, volunteer projects)

For a candidate to be nominated as a SAHE student, the individual should be nominated by a faculty or staff member or a professional with a listing of their professional activities.

SAHE Faculty Award for Academic Excellence

This award is given to a SAHE student for academic excellence for a student who is a member of Chi Sigma Alpha Student Affairs Honor Society and who has completed an outstanding Final Project. This award recognizes the highest achievement in a master's degree research based on a completed Final Project and overall efforts to contribute to the body of research and knowledge within the profession of higher education/student affairs administration. This student demonstrates a significant commitment to the scholarly contribution to the profession and its intellectual pursuits. Faculty will consider the candidate academic achievement through transcript review, verify member in the honor society, and overall evaluation for the quality of the final project.

For a candidate to be nominated as a SAHE student, the individual should be nominated by a SAHE program faculty.

SAHE Outstanding Practicum Student and Professional of the Year

This award recognizes a practicum student from the current academic year who has demonstrated mentorship and commitment to professional identity to the field of higher education/student affairs administration. In reviewing the nomination, faculty will consider practicum evaluations by site supervisors, and professional responsibilities (events, artifacts, etc.).

This award recognizes a current student affairs/higher education professional who has meaningfully contributed or engaged in advocacy for the SAHE program and reflects the aspirant values of the program (diversity, assessment, student success, and student development). In reviewing the nomination, faculty will consider the four program values through advocacy activities, professional involvement/leadership, knowledge contributions or research, commitment to student development.

For a candidate to be nominated as a SAHE student, the individual should be nominated by a SAHE program faculty.

Chi Sigma Alpha Student Affairs Honor Society

Overview

Chi Sigma Alpha is the Student Affairs Honor Society International. It is comprised of graduate students, alumni, faculty, and student affairs professionals. In the fall of, Chi Sigma Alpha was founded in 2001 at Virginia Polytechnic Institute and State University to promote and recognize excellence in academics, research, and service to the profession of student affairs.

The SFA was established in 2022 and holds an annual spring induction as well as professional and social events. Chi Sigma Alpha serves as the graduate student organization for the SAHE program. For more information, please contact the progam coordinator.

The logo is a three-pillared temple, as seen above, with the society's Greek letters, the motto below, and the Society's three values of academics, research, and service inscribed on the pillars. The color **Maroon** and **gold** represent Chi Sigma Alpha. **Maroon** honors the society's Alpha Chapter at Virginia Tech. **Gold** represents the Society's commitment to excellence. The Motto is "Ut Provocem Et Adiuvem" or That I May Challenge and Support.

Membership Eligibility

To be considered for membership in Chi Sigma Alpha, candidates must have a cumulative graduate GPA of 3.75 or higher. Applications and nominations are reviewed each academic year by a panel of faculty and current members of the chapter executive board, with only the highest-ranking applicants being chosen for membership. Inductions are held once a year (spring semester). Membership is open to program alumni(ae) and current student affairs professionals.

SAHE Program Traditions

Commencement Ceremony

The program holds an annual SAHE commencement ceremony each spring semester for its fall and spring graduates. This event is planned by Chi Sigma Alpha members and co-sponsored by the Division of Student Affairs.

SAHE Awards

The SAHE program has several awards that are given by program faculty and distributed to select students for professional involvement, final project, and outstanding student. These awards are given out at SAHE commencement.

Chi Sigma Alpha Initiation

Each spring semester, an induction is held for students who are invited into the national profession student affairs honor society, Chi Sigma Alpha. Students must have a 3.75 GPA.

Professional Associations

National Association of Student Personnel Administrators (NASPA)

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. It serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of their colleges and universities. Established in 1918 and founded in 1919, NASPA is comprised of over 15,000 members in all 50 states, 25 countries, and 8 U.S. Territories.

Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry. NASPA members serve a variety of functions and roles, including the vice president and dean for student life, as well as professionals working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment.

Learn more about NASPA at www.naspa.org.

American College Personnel Association (ACPA)

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

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

Learn more about ACPA at www.myacpa.org.

Additional Professional Associations

American Assembly of Collegiate Schools of Business: www.aacsb.edu/

American Association for Higher Education: www.aahea.org/

American Association of Colleges for Teacher Education: www.aacte.org/

American Association of Colleges of Nursing: www.aacn.nche.edu/

American Association of Colleges of Osteopathic Medicine: www.aacom.org/

American Association of Colleges of Pharmacy (AACP): www.aacp.org/

American Association of Collegiate Registrars and Admissions Officers: www.aacrao.org/

American Association of Community Colleges: www.aacc.nche.edu/

American Association of State Colleges and Universities: www.aascu.org/

American Association of University Women: www.aauw.org/

American College Health Association: www.acha.org/

American Council on Education: www.acenet.edu/

American Educational Research Association: www.aera.net/

American Institute of Certified Public Accountants: www.aicpa.org/

American Society for Engineering Education: www.asee.org/

American Society for Information Science: www.asist.org/

American Society of Association Executives: www.asaecenter.org/

APPA: The Association of Higher Education Facilities Officers: www.appa.org/

Association for Experiential Education: www.aee.org/

Association for Institutional Research: www.airweb.org/

Association of American Colleges and Universities: www.aacu.org/

Association of American Law Schools: www.aals.org/

Association of American Medical Colleges: www.aamc.org/

Association of American University Presses: www.aaupnet.org/

Association of College and University Auditors: www.acua.org/

Association of College and University Telecommunications Administrators: www.acuta.org/

Association of College Unions International: www.acui.org/

Association of Community College Trustees: www.acct.org/

Association of Governing Boards: www.agb.org/

Association of International Educators (NAFSA): www.nafsa.org/

Association of Jesuit Colleges and Universities: www.ajcunet.edu/

Association of Research Libraries: www.arl.org/

Association of Support for Graduate Students: www.asgs.org/

Association on Higher Education and Disability: www.ahead.org/

Coalition for Christian Colleges and Universities: www.cccu.org/

College and University Personnel Association: www.cupahr.org/

College Board Online: www.collegeboard.org/

Collegiate Information and Visitor Services Association: www.civsa.org/

Council for Aid to Education: www.cae.org/

Council for the Advancement and Support of Higher Education: www.case.org/

Council of Graduate Schools: www.cgsnet.org/

Council of Higher Education Management Associations - CHEMA: www.chemanet.org/

Council on Foundations: www.cof.org/

Educational Testing Service: www.ets.org/

EDUCAUSE: www.educause.edu/

Hispanic Association of Colleges and Universities: www.hacu.net/

International Association of Campus Law Enforcement Administrators: www.iaclea.org/

Jesuit Association of Student Personnel Administrators: jaspa.orgsync.com/

National Association of Campus Card Users: www.naccu.org/

National Association of Colleges and Employers: www.nace.org/

National Association of College and University Attorneys: www.nacua.org/

National Association of College and University Business Officers: www.nacubo.org/

National Association of College Auxiliary Services: www.nacas.org/

National Association of College Stores: www.nacs.org/

National Association of Educational Procurement: www.naepnet.org/

National Association of State Universities and Land-Grant Colleges: www.aplu.org/

National Association of Student Financial Aid Administrators: www.nasfaa.org/

National Center for Postsecondary Improvement: ncpi.stanford.edu/

National Center for Public Policy and Higher Education: www.highereducation.org/

National Collegiate Athletic Association: www.ncaa.org/

National Consortium of Directors of LGBT: www.lgbtcampus.org/

Resources in Higher Education: www.higher-ed.org/

National Council of University Research Administrators: www.ncura.edu/

National Orientation Directors Association: www.nodaweb.org/

Society for College and University Planning: www.scup.org/

Society for Human Resource Management: www.shrm.org/

The National Association for Equal Opportunity in Higher Education: www.nafeonation.org/

University Continuing Education Association: www.upcea.edu/