



**STEPHEN F. AUSTIN
STATE UNIVERSITY**

**Student Affairs and
Higher Education**

Graduate Program Handbook

James I. Perkins College of Education

Department of Education Resources

Master of Arts
in
Student Affairs and Higher Education

Academic Year 2026-267
Effective beginning Fall 2026

Department of Education Resources
James I. Perkins College of Education, Humanities, and Social Sciences
PO Box 13017, SFA Station
Nacogdoches, Texas 75962-3019
(936)468-2904

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About the program

Successful completion leads to a Master of Arts in student affairs and higher education from Stephen F. Austin State University. The program is framed by the Council for the Advancement of Standards in Higher Education, which ensures academic rigor and quality of learning. Our program curriculum has a distinctive set of “core four” competencies with an emphasis on diversity, college student development, assessment and student success across the curriculum. Program courses are also grounded in the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) Professional Competencies.

Within SFA’s SAHE program, students will immerse themselves in the study of college student development and college administration. They will enter a community of emerging professionals dedicated to a similar career passion. Graduate assistantships are available on campus and offer a stipend for service.

Graduation requirements include the completion of practicum, or internship, experiences as well as the completion of a comprehensive exam. Online and synchronous (Zoom or livestream) classes are offered for a flexible schedule.

Program announcements and documents

Major announcements for program events and reminders will be communicated via email using the university email distribution list. Program documents such as manuals, guides, and forms will be communicated through this email list. Students are automatically added once they are enrolled. Students will need to regularly check their email to participate in the academic program and related professional experiences.

**Components of this graduate program handbook content are taken from SFA’s counseling and school psychology programs.*

Mission statement

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

Program “core four” competencies

Program core competency I: Diversity

1. Knowledge of diversity, equity and inclusion
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 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 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 SAHE 5336 - Diversity Issues in Student Affairs and SAHE 5337 - Organization and Group Dynamics.

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, based on current research on student learning and development theories

This competency is adapted from the ACPA and NASPA 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 practices. Students explore student populations and theories in SAHE 5319 - Introduction to Student Affairs and SAHE 5343 - Theories of College Student Development.

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, 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 5344 - Assessment and Program Evaluation, SAHE 5346 - Ethical and Legal Issues and SAHE 5356 - Professional Development Seminar 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. 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 and SAHE 5381 - Interviewing and Helping Skills.

Program learning outcomes

At program completion, SAHE students are expected to have the knowledge, skills and perspectives to serve college students, fostering their learning and development 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 to 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.

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 and spring admission. Students interested in graduate assistantships should apply to begin in the fall semester. No GRE or letters of recommendation are required.

To apply to the SAHE program, students must:

- complete and submit a SFA graduate school application at ApplyTexas.com
- provide official transcripts of all college/university credits
- complete an undergraduate degree
- provide a current résumé (resume should include names, professional title, email address and telephone numbers of at least three references)
- provide an introduction video focused on career goals (video should be five minutes maximum); and,
- provide a personal statement (1-2 pages in length and includes the link to the introduction video mentioned above).

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

Email current resume, video link and personal statement to:

Dr. Marigold Hudock, SAHE Program Coordinator
Stephen F. Austin State University
SAHEGrad@sfasu.edu

Note: All materials must be received prior to being considered for the program. Direct any questions on the application process to the SAHE program coordinator, Dr. Marigold Hudock 936.468.2904 or SAHEGrad@sfasu.edu.

Personal statement

The personal statement consists of:

- (1) a brief overview of your leadership experience and/or student involvement experiences in undergraduate
- (2) a statement/summary of professional goals about a future career 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. There is not a required specific format or structure, however; please type your profile, and use a double-space format, one to two pages.

Introduction Video

A video must accompany your application. This video should be no more than five minutes. In the video, you will need to introduce yourself and discuss with the SAHE program faculty members your professional goals. 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 SFA graduate school admissions criteria.

Generally, students who have an undergraduate grade point average of at least 2.5 on a 4.0 scale and at least 2.8 on the last 60 hours of undergraduate work, are eligible for admission into program.

Transfer of credits

Students who transfer from a different university may transfer up to nine 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. Transfer credits may not be used for other degrees, or be over six years old.

Advising

Once a student is admitted into the SAHE program, they are assigned a faculty advisor (most likely the program coordinator). The advisor's contact information will be provided in an email 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 plan, 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 must contact their advisor before the registration period opens. Faculty members 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, first serve and delayed advising can result in unavailable courses.

Graduate school orientation

Throughout the year, the Orientation and Transition Programs office offers all new lumberjacks the opportunity to attend an in-person or virtual orientation. Graduate school orientation is designed to provide students with essential information and resources to help them transition into graduate life at SFA. During orientation, students have the opportunity to:

- Learn about SFA's faculty expertise and research opportunities.
- Explore campus facilities, including state-of-the-art laboratories, libraries and student support services.
- Connect with fellow graduate students, faculty mentors and academic advisors.
- Gain insights into campus life, extracurricular activities and community engagement opportunities.

- Receive guidance on academic policies, enrollment procedures and graduate student resources.

To sign up for graduate school orientation, visit <https://www.sfasu.edu/orientation/graduate>.

Academic progress and removal from program

All students must demonstrate adequate academic progress. Students are only permitted to earn two “C” grades in the SAHE program. Upon receiving the third “C,” students are removed from the program, and 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 in the SFA 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.

Academic appeals (SFASU HOPS 04-109)

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 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 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 an 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 in writing 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.

Retention, remediation and dismissal

If a student is deemed at risk of failure due to academic skills deficits, professional skills deficits or personal issues that interfere with the ability to be academically successful in the program, a remediation plan may be developed and implemented. Remediation can involve repeating classes, and/or other required professional development activities. 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 faculty members to hear their concerns, provide additional information that may be relevant and review the remediation plan. Students have the right to appeal the faculty members' decision to the

department chair. Students wishing to appeal against the faculty members' 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, SFA 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 program 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.

Comprehensive exam

The purpose of the SAHE program's comprehensive exam is to allow students the opportunity to engage in research that evaluates increased knowledge in the field and prepares the student for future career endeavors. During the final semester of enrollment, the program coordinator will send students their comprehensive exam via D2L. The comprehensive exam will consist of essay questions from the following courses:

- SAHE 5319- Introduction to Student Affairs
- SAHE 5336- Diversity Issues in Student Affairs
- SAHE 5337- Organization and Group Dynamics
- SAHE 5344- Assessment and Program Evaluation in Student Affairs
- SAHE 5345- Leadership and Administration in Student Affairs
- SAHE 5346- Ethical and Legal Issues
- SAHE 5351- Finance Issues in Student Affairs
- SAHE 5356 - Professional Development Seminar
- SAHE 5381- Interviewing and Helping Skills
- EDLE 5391 – Educational Research

The exam will also consist of a case study for students to resolve.

Exam responses must be double-spaced, one-inch margins, 12-point font. Students will have 14 days to complete the exam. Instructors will then grade responses, and report grade (pass, fail, or revisions needed) to students. D2L grading assistance (turnitin.com) will be utilized, and APA format is required. Grading rubric is as follows:

Criteria	Pass	Revisions Needed	Fail	Criterion Score
APA Format	20 points Consistently follows APA guidelines for citations, references, and formatting. No major errors in citations or references.	10 points Some inconsistencies or minor errors in APA formatting, citations, or references. A few minor errors are present but do not significantly impact readability or credibility.	0 points Significant and repeated errors in APA formatting, citations, or references. Lack of adherence to APA guidelines significantly impacts readability or credibility.	Score of APA Format, / 20
Content	70 points Thorough coverage of the topic with clear and relevant information. Demonstrates a comprehensive understanding of the subject matter. Arguments and points are well-supported with evidence and examples.	35 points Content is somewhat relevant but lacks depth or clarity in some areas. Some arguments or points may lack sufficient support or evidence. There may be minor inaccuracies or omissions.	0 points Content is irrelevant, incomplete, or significantly lacks depth and clarity. Arguments or points are unsupported or poorly developed. Inaccuracies or omissions detract from the overall understanding of the topic.	Score of Content, / 70
Grammar	10 points Writing is clear, concise, and demonstrates a strong command of grammar, punctuation, and sentence structure. Few to no errors in grammar, punctuation, or spelling.	5 points Some errors in grammar, punctuation, or spelling that occasionally impede clarity or readability. Sentence structure may be occasionally awkward or unclear.	0 points Numerous and/or significant errors in grammar, punctuation, or spelling that consistently impede clarity or readability. Sentence structure is consistently awkward or unclear, hindering comprehension.	Score of Grammar, / 10

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 and Scholarships.

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. Collaboration with the Division of Enrollment and Student Engagement provides preference to SAHE students for open positions, but positions are not guaranteed. A competitive stipend is provided for assistantships, and Residence Life graduate assistantship positions may include room and board. Probationary students and newly admitted students with a GPA below 3.0 are not eligible for assistantships.

Livestream/Zoom procedures

SAHE students will attend some courses via Zoom video conferencing.

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 procedures:

- 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 create course structure. Courses utilizing Zoom or other video conferencing tools benefit from explicit expectations to increase involvement.
- 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.

Procedures:

1. Choose a location with low noise levels, few distractions and good internet connection. 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.

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 the instructor 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 zero 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 members.

SAHE curriculum and degree plan template

Course Title	Credits
SAHE 5319 - Introduction to Student Affairs	3
SAHE 5336 - Diversity Issues in Student Affairs	3
SAHE 5337 - Organization and Group Dynamics	3
SAHE 5343 - Theories of College Student Development	3
SAHE 5345 - Leadership and Administration in Student Affairs	3
SAHE 5344 - Assessment and Program Evaluation in Student Affairs	3
SAHE 5346 - Ethical and Legal Issues	3
SAHE 5351 - Finance Issues in Student Affairs	3
SAHE 5356 - Professional Development Seminar	3
SAHE 5381 - Interviewing and Helping Skills	3
SAHE 5396 - Student Affairs Practicum	3
EDLE 5391 – Educational Research	3
Total hours	36

All courses listed in the SAHE degree plan are required in order to complete the degree. Students should meet with their assigned faculty advisor each semester to stay on track for graduation. In general, course substitutions are not accepted for the program unless there is an extenuating circumstance or an emergency, and must be approved by the program coordinator.

Student Name: _____
Campus ID (CID): _____
Candidate Degree for: M.A.
Major/Program: Student Affairs & Higher Edu.
Total Hours for Degree: 36



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COLLEGE OF EDUCATION

Date: _____
Catalog: Fall 2025

List courses required to be completed for the degree. The distribution of courses must comply with the requirements of the Graduate Bulletin under which the student intends to graduate. Any desired changes to a degree plan, which deviate from approved curriculum, must be pre-approved and include a "course substitution" form.

This form will be submitted to the Academic Unit Head and, after approval, will be emailed to coegrad@sfasu.edu for review and approval by the Dean. After final approval, the student will receive a final copy of their degree plan.

[illegible]

Practicum procedures

Overview

The practicum course currently offers diverse community-based service-learning opportunities, both on and off campus. The practicum course is designed 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. In addition, students will complete assignments based on the practicum work. Some examples of these include:

- Advising or co-advising student organizations.
- Volunteering or organizing campus events with community organizations (e.g., MLK Day of Service, The BIG Event, Blood Drives).
- Shadowing and supporting conduct case management through the Dean of Students office.
- Supporting non-clinical case management through the Dean of Students' office.
- Developing career services outreach for both undergraduate and graduate student populations.
- Organizing presentations and programs for student leadership development.
- Creating learning plans for undergraduate mentoring programs.

These community-based service-learning opportunities are available to students regardless of whether they are in-person or online, ensuring all students can benefit from these valuable experiences.

Graduate assistantship/employment overlap

Students who also hold a graduate assistantship in a college setting may NOT apply their assistantship hours towards their practicum requirements. Assistantships are considered employment. In addition, students who work full-time may not use employment hours as practicum hours.

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 practicum hours. Students must obtain hours approval from the practicum course instructor and their site supervisor.

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

Category	
Concurrent professional experiences	20 hours
Minimum hours on practicum site	100 hours (8-9 hours/week)
Course seminar meetings	15 hours
Course assignments	15 hours
Total:	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 profession

Summer practicums

Summer practicum overview

Summer practicums are not typically offered. However, if offered these 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.

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 program coordinator as early as possible about this option.

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 one of semester (or prior, in some cases)	Practicum work hours begin
Week eight of semester	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 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 instructor 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 member can hours begin before the academic term in which the practicum occurs.

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 taken only one prior SAHE course; or during their first SAHE semester of coursework while concurrently taking another SAHE course.

Academic writing and research

Overview of expectations

The SAHE program is a writing intensive graduate program which prepares students to engage in the critical discourse of the profession of higher education and 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 Seventh 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 seventh edition manual or the Purdue Owl at <http://owl.english.purdue.edu/owl/>.

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; and 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 core faculty



Dr. Marigold Hudock, Program Coordinator, received her Ph.D. in Educational Administration (with an emphasis in Higher Education) from Texas A&M University in 2023, with additional certificates in College Teaching as well as Women and Gender Studies. She has previous experience teaching graduate-level courses at Auburn University and Texas A&M University such as higher education policy, counseling and advising in higher education, legal issues in higher education, and foundations for social justice for student affairs administrators. Dr. Hudock is a qualitative and feminist researcher, meaning that she is committed to deconstructing systemic issues related to power, race, and gender in the higher education setting. She actively collaborates on research that focuses on addressing sexual violence and applying critical frameworks to examine social justice topics in university contexts. She has previously published manuscripts in the *Journal of Gender-Based Violence* and *Human Communication Research* and currently serves as a research affiliate for the McCluskey Center for Violence Prevention at the University of Utah. Dr. Hudock's research and pedagogy are informed by her former experiences as a higher education administrator. Prior to earning her Ph.D., she worked as a student affairs professional in health promotion and student activities offices. Outside of work, Dr. Hudock enjoys cooking new recipes with her spouse and skating for a local roller derby league.



Dr. Veronica Beavers is originally from Longview, TX and currently serves as the Executive Director for Student Development and Access Services for Stephen F. Austin State University. She is a two-time graduate from SFA. She also graduated with her Doctorate in Higher Education at Texas A&M Commerce. She has over 14 years of professional experience with working in higher education departments such as Title IX, Multicultural Affairs, Orientation Programs, Residence Life and SFAS 1101. In addition to her professional role, she serves as the SFA Parent Liaison, a faculty instructor for SFAS 1101's Lumberjack Leadership academy, and adjunct professor for the Student Affairs Higher Education Graduate Program and as a faculty advisor for multiple student organizations. Dr. Beavers is also a part of several campus and community organizations. She is a member of the Board of Directors for Nacogdoches County Area United Way, Brown Family Health Center along with other local and national memberships. Nationally, she also has served as an advisory council member for the National Conference on Race and Ethnicity in American Higher Education. During her time as a professional, Veronica has received multiple awards including the NODA Region IV Outstanding New Orientation, Transition, and Retention New Professional, the SFA Deans Excellence Award, numerous campus assessment awards and she was previously recognized for a grant she received from the Texas Commission of Arts.



Dr. Lacey Folsom earned both a Bachelor of Science in Human Sciences at SFA and a master's degree in interdisciplinary studies, with a focus on counseling, educational psychology and human sciences. She recently earned her doctorate in educational leadership with a concentration in higher education at SFA. Folsom serves as the director of Student Engagement. 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 10 years in various capacities both in her role within student engagement and with campus-wide initiatives including serving as a conduct officer and an Office of Title IX deputy. Folsom currently serves as the vice president of membership and marketing for Texas Association of College and University Student Personnel Administrators.



Dr. Kent Willis, Assistant Vice President for Student Affairs and Enrollment Management, earned his Ph.D. in Philosophy in Education Management from Hampton University and is an SFA alumnus, graduating in 2008 with his bachelor's degree in communication studies. Dr. Willis brings extensive experience in higher education leadership, having previously served as Vice President for Student Affairs and Enrollment Management at California State University, Assistant Vice President and Associate Dean of Graduate Studies at the University of Texas at Tyler, and Associate Provost and Interim Associate Dean of Medical Student Affairs at the University of Texas Health Science Center at Tyler. As an SFA alumnus, Dr. Willis has firsthand experience with the university's distinctive approach to education and the emphasis placed on meaningful relationships and personal growth. His own experience as a student continues to shape his vision for student success.



Dr. Christina Nader, Cristina Nader, Ph.D., brings extensive experience in higher education, having previously served as Director of TRIO Student Support Services and as a program director and adviser with national college access organizations. Dr. Nader is passionate about teaching, mentoring, and preparing student affairs professionals. Her research explores the experiences of first-generation, low-income, and other underrepresented students, and she is committed to fostering inclusive, equity-minded learning communities. Dr. Nader is dedicated to empowering future leaders in higher education.

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 and student affairs administration. In reviewing the nomination, faculty members 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 member.

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 and has completed an outstanding final project. This award recognizes the highest achievement in 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 and student affairs administration. This student demonstrates a significant commitment to the scholarly contribution to the profession and its intellectual pursuits. Faculty members will consider the candidate's academic achievement through transcript review, verified membership 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 member.

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 and student affairs administration. In reviewing the nomination, faculty members will consider practicum evaluations by site supervisors and professional responsibilities (events, artifacts, etc.).

This award recognizes a current student affairs and/or 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 members will consider the four program values through advocacy activities, professional involvement/leadership, knowledge contributions or research, and commitment to student development.

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

SAHE program traditions

Commencement hooding ceremony

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

SAHE awards

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

Honor Society Induction

Each spring and fall semester, an induction is held for students who are invited into the SFA professional student affairs honor society. Students must have a 3.75 GPA. Inductions are conducted during the commencement hooding ceremony.

Professional associations

National Association of Student Personnel Administrators

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 eight 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

American College Personnel Association — headquartered in Washington, D.C. at the National Center for Higher Education, ACPA 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 and higher education administration programs, faculty members 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: 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: 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: 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: <https://www.jesuitstudentaffairs.org/cpages/home>

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: <https://nash.edu/cpi/>

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