The field of student affairs is vital to higher education in providing the necessary programs and services a college or university needs to assist students in their development. The Student Affairs in Higher Education (SAHE) program at IUP, leading to a master of arts degree, may be your perfect fit if you want a career working with college students in areas such as:

- Student activities
- Orientation
- Greek life
- Financial aid
- Disability support services
- Residence life
- International education programs and services
- Academic advising
- Health and wellness
- Leadership development
- Admissions
- Student conduct
- Career services and development
- Alumni relations

Check out our website! [www.iup.edu/sahe](http://www.iup.edu/sahe)

It provides important information about the application process and deadline, academic courses, SAHE program objectives, faculty, graduate assistantships, frequently asked questions, and other valuable information.

What’s special about IUP’s program?

- Regularly recommended by professionals in the field as one of the nation’s premier graduate programs
- A true student affairs program
- An exciting curriculum that balances practice and theory
- Recognized among the top master’s programs in the country
- Four full-time faculty members with outstanding experience as teachers, scholars, and student affairs practitioners
- Numerous assistantship and practicum opportunities on and off campus
- 90 percent of SAHE students placed in assistantships
- Excellent placement rate for graduates

Application deadline: January 15

Graduate assistantship sites may include opportunities at IUP or many regional institutions, including the following:

- Carnegie Mellon University
- Lock Haven University, Clearfield campus
- Penn State Altoona
- Penn State New Kensington
- Point Park University
- University of Pittsburgh at Greensburg
- University of Pittsburgh at Johnstown
- Seton Hill University
- Saint Vincent College
Our Students

A typical SAHE entering class will include graduates of private and public institutions, from very small to very large, from all sections of the country. Many students are returning to graduate school after having worked for a few years. The SAHE program represents what a well-rounded academic program is all about—academic excellence, plus geographical, cultural, and ethnic diversity.

“I believe that the SAHE program is one of the best in the country at preparing new professionals. Whenever I am looking to recruit a new professional, the first place I look is at IUP graduates, and I have never been disappointed with the quality of candidates I interview from my alma mater.”

Peter Trentacoste, SAHE Class of 2000
Executive Director of Residential Housing
Ohio University

“The SAHE program has proven to be an invaluable asset to my career aspirations and advancement. Through the SAHE program, I was able to reflect on my professional philosophies, develop core competencies, and understand the field of student affairs. I have found that I am a competent and confident professional because of my education.”

Cynthia Rose, SAHE Class of 2010
Associate Director, Center for Student Involvement
Northeastern University

“I benefited greatly from the knowledge and dedication of the faculty. I feel fortunate to have attended a program of such high quality.”

Jennifer Gronsky, SAHE Class of 2002
Assistant Director of Student Affairs
Thomas Jefferson University

The Curriculum

The SAHE program admits students into a cohort, meaning that students progress through a prescribed sequence of courses as a group. A minimum of 42 credits (36 required and 6 hours of elective or thesis), the passing of a comprehensive exam, and the equivalent of two academic years of full-time study are required to earn the master of arts degree.

“Coming to a mid-size public institution was a huge and somewhat scary change for me. The current SAHE students were immediately welcoming, which really helped ease my transition.”

Kristin Brewer, SAHE Class of 2013
Residence Hall Director
Bowling Green State University
The SAHE program is organized to support cohort groupings of students enrolled in a prescribed sequence of courses. A minimum of 42 credits (36 required & 6 hours of elective or thesis) are required, along with the completion of the portfolio requirement. The curriculum is designed to offer foundational and theory courses in the first year and application courses in the second year.

**FIRST YEAR COURSES**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>TYPICALLY OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAHE 621</td>
<td>History of Higher Education in the United States</td>
<td>3</td>
<td>Summer, Fall</td>
</tr>
<tr>
<td>SAHE 624</td>
<td>Student Affairs Functions in Higher Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 625</td>
<td>Student Development in Higher Education I</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 631</td>
<td>Student Development in Higher Education II</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SAHE 634</td>
<td>Assessment and Evaluation in Student Affairs</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**SECOND YEAR COURSES**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>TYPICALLY OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAHE 731</td>
<td>Practicum in Student Affairs (2) (Must have 18 credits prior to practicum)</td>
<td>3 each (6 total)</td>
<td>Summer, Fall, Spring</td>
</tr>
<tr>
<td>SAHE 733</td>
<td>Management of Organizational Behavior</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 735</td>
<td>Individual and Group Interventions</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SAHE 737</td>
<td>American College Student</td>
<td>3</td>
<td>Summer, Fall</td>
</tr>
<tr>
<td>SAHE 740</td>
<td>Contemporary Issues in Higher Education</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**NON-SEQUENTIAL COURSES (*Electives)**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>TYPICALLY OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSR 615</td>
<td>Elements of Research</td>
<td>3</td>
<td>Summer, Fall, Winter, Spring</td>
</tr>
<tr>
<td>SAHE 638</td>
<td>Topical Areas in Student Affairs*</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SAHE 640</td>
<td>Equity, Diversity and Inclusion in Higher Education*</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 646</td>
<td>Interpersonal Sensitivity*</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>SAHE 713</td>
<td>Legal Issues in Student Affairs*</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 727</td>
<td>Spirituality in Higher Education*</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SAHE 795</td>
<td>Thesis</td>
<td>3-6</td>
<td>Summer, Fall, Spring</td>
</tr>
</tbody>
</table>
**SAHE Required Courses**

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

**SAHE 624: STUDENT AFFAIRS FUNCTIONS IN HIGHER EDUCATION**
History, philosophy, and goals of student affairs in colleges and universities are explained. Emphasis is on practitioner roles and responsibilities, educational and philosophic assumptions associated with student affairs practice, and principal functional areas normally associated with Student Affairs practices.

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

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

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

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

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

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

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

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

**GSR 615: ELEMENTS OF RESEARCH**
Selection of research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research.

**SAHE Elective Courses**

**SAHE 638: TOPICAL AREAS IN STUDENT AFFAIRS**
This course is designed to examine four content areas which are important to the work of student affairs professionals. They are 1) the uses of technology, 2) the governance of academic institutions, 3) small colleges, and 4) the role of the community college.

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

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

**SAHE 713: LEGAL ISSUES IN STUDENT AFFAIRS**
This course addresses legal issues confronted by student affairs practitioners, how to recognize these issues, and how to act within the parameters of the law.

**SAHE 727: SPIRITUALITY IN HIGHER EDUCATION**
This course explores the intersection of spirituality with the learning, growth, and development that takes place as a function of participating in higher education. Students will address questions about faith and spiritual development (including their own), various dimensions of religious and spiritual expression and traditions, and how colleges and universities can incorporate spirituality as a function of higher education.

**SAHE 781: SPECIAL TOPICS**
Special Topics courses are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. In the SAHE curriculum, they are treated as an elective. Special Topics courses that are being considered for the future include “Student Success in Higher Education” and “Global Dimensions of Higher Education”.

**SAHE 795: THESIS**
Students are encouraged to complete a thesis, as it is excellent preparation for future research. A successful thesis experience requires planning during the first year, refinement of those plans over the summer, and implementation of plans early in the second year.