The Master of Arts in Educational Leadership, Higher Education and Student Affairs (HESA) concentration at Western Michigan University focuses on developing reflective practitioners for entry and mid-level positions in higher education. This can include positions in admissions, academic advising, residence life, student activities, career services, enrollment management, and offices designed to support and retain historically underserved student populations. The program emphasizes a practitioner-scholar model to combine a broad-based student development and leadership theory core with required individualized field experiences. Distinctive to HESA is an emphasis on the centrality of diversity and inclusiveness in higher education: one of the ways this is actualized is through a required and individually designed Diversity Cognate. The HESA curriculum meets CAS Standards for Masters-Level Student Affairs Preparation Programs and includes two distinct site-based Field Experiences. Students also develop Professional Competency Areas for Student Affairs Practitioners through 39 credit hours of coursework, Field Experiences, and the Performance Driven Leadership Portfolio. The HESA program promotes innovative learning, discovery, and service through our emphasis on professional development, engagement in scholarly practice and research, and leadership in the profession. The curriculum fits full- and part-time students.

I. Leadership Core (7 credits)
EDLD 6791: Educational Leadership Master’s Seminar (Fall) 1
EDLD 6020: Educational Leadership (varies) 3
Free Elective* [elective chosen requires approval of advisor] 3
*Students may choose a graduate level elective that aligns with HESA program goals and personal career interests with advisor approval. Courses may include 1-credit hot topics seminars offered by HESA, research course, or independent study, independent research, additional internships, combinations of options, and others. Students should provide the course description and clearly articulate how the free elective course aligns with HESA program goals and will assist in developing themselves as a practitioner-scholar for service in entry and mid-level positions in higher education.

II. Student Affairs & Higher Education Core (21 credits)
EDLD 6510: Foundations of Student Affairs in Higher Education (Fall) 3
EDLD 6530: The College Student (Fall) 3
EDLD 6545: Higher Education Environments and Administration (Spring) 3
EDLD 6548: Assessment and Accountability in Higher Education and Student Affairs (Fall) 3
EDLD 6550: Intervention Skills for Higher Education Professionals (Spring) 3
EDLD 6570: Equity and Diversity in Higher Education (Spring and some summers) 3
EDLD 6590: Higher Education Law & Ethics (Spring) 3

III. Field Experience (3 credits)
EDLD 6580: Field Experience in Higher Education & Student Affairs (usually summer/varies). 300 supervised field-based clock hours + online seminar

IV. Diversity Cognate (6 credits with approval of faculty advisor) A variety of courses across the university and beyond may fit. Examples are: Study Abroad opportunities; Asian American Students in Higher Education, Global Perspectives in H.E., LGBT Students in H.E. Students with Disabilities, The Social Justice Mission of Community Colleges, Hispanics & Latinos in H.E, White Privilege & White Identity, Women in Leadership; First-Generation College Students; Hot Topics/Diverse Issues in HE Leadership and more! [See list on the HESA website, faculty advisor, or program emails for option. Courses must meet program goals]

V. Capstone Experience & Portfolio Development (2 credits)
EDLD 6792: Capstone Experience (100 supervised field-based hours + seminar+ PDL portfolio)

PROGRAM TOTAL 39 Credits

Students should work with Faculty Advisor to lay out a plan of study. Updates and announcement to program changes will be made via HESA program email announcements and in advising sessions.
Diversity Cognate (DC) 6 credit hours selected by the student with approval of advisor). The WMU HESA program was founded on and continues to emphasize issues of inclusion and access to higher education for historically marginalized and/or underserved student populations. One way this is actualized is through a required and individually designed diversity cognate. Courses for the DC should meet the stated goals: helping to work with “historically marginalized and/or underserved student populations in higher education” and must be pre-approved by the Faculty Advisor for the particular student. To find a class that suits the students interest and goals of the DC students may utilize the suggested diversity cognate course list offered by HESA or browse through WMU course offerings. Courses may also be completed at other campuses; some study abroad or study away experiences may fulfill this requirement as well.  *A partial listing is available on the HESA website.*

*The graduate level course should meet the stated program goals and approved by faculty advisor. Students should provide a course description and clearly articulate how the selected course will assist the student in: “integrating awareness and knowledge of historically marginalized and/or underserved student populations in all areas of professional practice in higher education.”

Sample courses may be: EDLD 6890: Special Topics in Higher Education Seminar (diversity related only): White Privilege & White Identity; Global Perspectives in Higher Education; African American Males in Education; Women in Leadership; The Social Justice Mission of Community Colleges; Hispanics & Latinos in Higher Education; Students with Learning Disabilities; Asian American Students in Higher Education; LGBT Students in Higher Education; CECP 6860: LGBT Issues in Counseling & Development; FCS 5680: Gender, Culture, and Families; SOC 5220: Social Psychology of Prejudice; SOC 5680 - Race, Ethnicity, and Justice. See HESA Website Diversity Cognate for more information.

Free Elective [elective chosen requires approval of advisor]. The free elective is intended to provide flexibility and. Students may choose a graduate level elective that aligns with HESA program goals and their personal needs, interests, and career goals. Courses may study abroad, additional diversity cognates, 1-credit hot topics seminars offered by HESA, research independent study or research, additional internships, combinations of options, course offered at other campuses, and many others. These can be done in various combinations of one to three credits. The course must meet program goals and be approved by the faculty advisor. Students should provide the course description and clearly articulate how the free elective course aligns with HESA program goals and will assist in developing themselves as a practitioner-scholar for service in entry and mid-level positions in higher education.

**EDLD 6020: Educational Leadership.** This course is an introduction to educational leadership and leadership theory and practice. It provides the foundation for leadership in educational programs and institutions. Students will be required to demonstrate an understanding of transformational leadership and other leadership theories, effective communication and problem solving, motivation and decision-making, organizational change and renewal, and consensus building and conflict resolution. 3 hours

**EDLD 6510: Foundations of Student Affairs.** This course is designed to introduce students to: (a) the history and development of U.S. higher education; (b) history and philosophical foundation of the student affairs profession; (c) the college and university settings where the profession is practiced; (d) professional development and professional organizations in the field; and (e) the skills and competencies necessary to be a successful professional in student affairs.

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**EDLD 6530: The College Student.** This course examines the theoretical and research literature on contemporary college students from a variety of perspectives: demographic changes, patterns of growth and change during the college years, and the educational needs of diverse student groups. The impact of campus environments and various institutional contexts on students is explored, particularly focusing on the design of administrative and educational policy and practice.

**EDLD 6545: Higher Education Environments and Administration.** This course examines leadership, management, and administrative practices in a variety of higher education environments. Topics may include: environment theory, campus ecology, campus culture, institutional types, organizational culture, ethical issues in administrative practices including supervision, human resource management, budget and finance, facilities management, accessibility in higher education, issues of sustainability and technology.

**EDLD 6548: Assessment and Accountability in Higher Education and Student Affairs.** This course provides an overview of accountability and professional standards in higher education and student affairs administration and an introduction to assessment best practices in higher education and student affairs. Utilizing student development models of assessment, students will explore a variety of topics, techniques, and methods and apply their learning in real-world assessment case/s. Topics addressed may include: accountability, accreditation, professional standards, outcomes based assessment, program evaluation, higher education databases, student learning outcomes, college impacts, benchmarking, needs assessment, and satisfaction surveys.

**EDLD 6550: Intervention Skills for Higher Education Professionals.** This theory-to-practice course teaches basic interpersonal skills necessary for successful higher education professionals, as well as individual, group, and organizational interventions; crisis management skills, referral skills; and approaches to handling difficult students, parents, colleagues, and others in the higher education environment.

**EDLD 6570: Equity and Diversity in Higher Education.** This course is designed for students to develop an understanding of the individual and organizational issues of diversity and multiculturalism in U.S. higher education. A broad definition of diversity will be utilized in an effort to capture the range of populations served by higher education in this country. Through the integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, this course will attempt to develop a complex, comprehensive understanding of equity and diversity.

**EDLD 6580: Field Experience in Higher Education. (HESA Section)** This course emphasizes practical experience in the student’s area of specialized interest within higher education and student affairs. Student affairs administrative experiences are provided in selected supervised settings so that students can apply knowledge and skills acquired during previous studies. Graded on a credit/no credit basis. Prerequisite EDLD 6510/6530 and 6570 highly recommended. Must have advisor approval of Field Experience site.

*Students currently working full-time in appropriate higher education/student affairs positions may be eligible to waive up to 150 hours of the Field Experience required hours. This will be determined in accordance with the faculty advisor. Students will need to complete the appropriate paperwork and reflective practice assignment to receive the waiver.*

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EDLD 6590: Higher Education Law & Ethics. This course studies the number of legal areas that intersect on college campuses has made knowledge of legal issues related to liability, contracts, hiring and firing, free speech, disabilities, discrimination, and many other topics necessary for effective college administrators. Legal issues, legal enactments and precedents, constitutional provisions, court decisions and case law that impact higher education will be the focus of this course. Current legal issues affecting higher education will be monitored and discussed throughout this course.

EDLD 6791: Educational Leadership Master’s Seminar (HESA section). This course provides an overview of the Master’s Degree program including instruction on how to create an electronic on-line portfolio. This will be accomplished through the use of classroom discussion, writings, presentations and on-line discussions. Students will gain understanding of effective educational leadership strategies as reflected in the standards set forth by their professional disciplines. Please register for Fall 1-credit HESA section.

EDLD 6792: Capstone Experience. This course provides students a final opportunity to reflect upon merging educational leadership theory with best practices. This will be accomplished through the completion of field-based assignments, completion of a Performance-Driven Leadership Electronic Portfolio and interaction with leaders in educational or other institutions. This final course in the Performance-Driven Leadership Master of Arts program has as a major theme the development of transformational leaders who understand and have the will to create effective relationships within their institutions. Prerequisites: Students must have completed all but one of their required classes in their Master of Arts in Educational Leadership prior to registering for EDLD 6792. EDLD 6890: Field Experience must be completed before enrolling in 6792. Register for HESA 2-credit section only in Spring. Must have advisor approval of Capstone site.

EDLD 6890: Special Topics or Hot Topics in Higher Education. Vary each semester

EMR 5400: Intro to Research. This course is designed to develop skills in the fundamentals of research design and the uses and interpretations of research findings. This course is an optional elective for students.

Length of program. The student will work to set up a plan with the faculty advisor. The length of time is determined by the individual, academic, and personal needs of the student. The program is designed to be able to be completed in two years, with the summer in-between the first and second year serving as time to complete the field experience internship and one additional course. Some students may choose to move through the program in three years or more. Part-time students will complete the program as arranged with the faculty advisor. Typically, HESA courses are offered once a year, so it is important that students follow the suggested rotation of courses. Generally, students will need to complete two courses in the summer (six credit hours) if they wish to complete the program in two years.

- All courses should be approved by Faculty Advisor. Students should work with Faculty Advisor to lay out a plan of study. Updates and announcement to program changes will be made via HESA program email announcements.
- Please see the suggested rotation of courses and the HESA 5-year course plan that is updated regularly on the HESA website.
- Please see the WMU HESA Possible Diversity Cognate Courses handout available on the HESA website.

Students should work with Faculty Advisor to lay out a plan of study. Updates and announcement to program changes will be made via HESA program email announcements and in advising sessions.