**HIGHER EDUCATION & STUDENT AFFAIRS (HESA) LEADERSHIP**
**WESTERN MICHIGAN UNIVERSITY**
**DESCRIPTION OF COURSES**

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 who are committed to the centrality of diversity and inclusion in higher education. Positions such as: admissions, academic advising, residence life, student activities, career services, enrollment management, and offices designed to support and retain historically underserved student populations. HESA 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 the 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 develop ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners through 39 credit hours of coursework, field experiences, and completion of the Performance Driven Leadership Portfolio. The HESA program promotes professional development, engagement in scholarly practice, and leadership and service in the profession.

### I. Leadership Core (4 credits)
- EDLD 6791: Educational Leadership Master’s Seminar (fall) 1
- EDLD 6020: Educational Leadership (varies) 3

### II. Specialty Core in Student Affairs & Higher Education (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 and some summers) 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 (advisor approval) 3

### IV. Diversity Cognate (6 credits with approval of advisor) A variety of courses across the university and beyond may fit. Examples are: Study abroad opportunities; Asian Am. Students in Higher Education (HE), Global Perspectives in HE LGBT Students in HE, Students with Disabilities, The Social Justice Mission of Community Colleges, White Privilege & White Identity, s; Hot Topics in HE Leadership, and more! [See HESA website, faculty advisor, or program emails for options.]

### V. Focused Elective (3 credits with approval of advisor, varies) 3
*Students choose a graduate level elective that aligns with HESA program goals and personal career interests; requires advisor approval. Examples are: 1-credit hot topics seminars offered by HESA, research course, or independent study, independent research, additional internships, and combinations of options.

### VI. Capstone Experience & Electronic Portfolio Development (2 credits, Spring)
EDLD 6792: Capstone Experience. 100 supervised field-based hours + seminar + PDL portfolio completion (taken in final semester of program with majority of courses finished, advisor approval) 100

**PROGRAM TOTAL** 39 Credits

Students work with faculty advisor to lay out a plan of study. See information on the HESA website including: suggested rotation of courses, HESA 5-year course plan, HESA possible diversity cognate courses. All courses should be approved by faculty advisor.

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**Diversity Cognate (DC)** (6 credit hours selected by the student with advisor approval). HESA is committed to preparing practitioner scholars who are committed to increasing 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.

* To find a class that suits the students interest and goals of the DC, students may utilize the suggested DC course list offered by HESA or browse through WMU course offerings. Courses may be completed at other campuses; some study abroad experiences may fulfill this requirement as well. **A partial listing is available on the HESA website. Courses for the DC must 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 approval, students provide to their faculty advisor 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.** 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.** 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. *(should be taken in first semester)*

*Students work with faculty advisor to lay out a plan of study. See information on the HESA website including: suggested rotation of courses, HESA 5-year course plan, HESA possible diversity cognate courses. All courses should be approved by faculty advisor.*
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. *(pre/co-requisite EDLD 6510)*

EDLD 6545: Higher Education Environments and Administration. 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. *(pre-requisites EDLD 6510, 6530, 6550, 6570 or advisor approval)*

EDLD 6548: Assessment and Accountability in Higher Education and Student Affairs. 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. *(pre-requisites EDLD 6510, 6530, 6550, 6570, or advisor approval)*

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. *(pre-requisite EDLD 6510, recommended EDLD 6530 or advisor approval)*

EDLD 6570: Equity and Diversity in Higher Education. 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. *(pre-requisite EDLD 6510, recommended EDLD 6530 or advisor approval)*

Students work with faculty advisor to lay out a plan of study. See information on the HESA website including: suggested rotation of courses, HESA 5-year course plan, HESA possible diversity cognate courses. All courses should be approved by faculty advisor.

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EDLD 6580: Field Experience in Higher Education. (HESA Section) 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 credit/no credit basis. (pre-requisites EDLD 6510, EDLD 6530; EDLD 6550, 6570; 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 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.

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. Completed near the end of the program. (pre-requisites EDLD 6510, EDLD 6530; EDLD 6550, 6570 or advisor approval)

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 online discussions. Students will gain understanding of effective educational leadership strategies as reflected in the standards set forth by their professional disciplines. (register for Fall 1-credit HESA section; should be taken at beginning of program)

EDLD 6792: Capstone Experience. 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 (PDL) Electronic Portfolio and interaction with leaders in educational or other institutions. This final course in the PDL 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. (Register for HESA 2-credit section only in Spring. Should be completed at the end of program in final semester. Pre-requisites: students must have completed nearly all of their courses prior to registering for EDLD 6792 including EDLD 6580: Field Experience. Advisor approval of Capstone site.)

EDLD 6890: Special 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. Students work with faculty advisor to set up program of study. The length of time is determined by the individual and academic needs of the student. The program is can be completed in two years, with the summer in-between the first and second year serving as time to complete the field experience.
Students work with faculty advisor to lay out a plan of study. See information on the HESA website including: suggested rotation of courses, HESA 5-year course plan, HESA possible diversity cognate courses. All courses should be approved by faculty advisor.

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