

HIGHER EDUCATION AND STUDENT AFFAIRS (HESA) LEADERSHIP STUDENT HANDBOOK

Version 8-1-19

MASTERS of ARTS in EDUCATIONAL LEADERSHIP
EDUCATIONAL LEADERSHIP, RESEARCH, and TECHNOLOGY (ELRT)
WESTERN MICHIGAN UNIVERSITY

<http://wmich.edu/leadership/academics/ed-leadership/master/hesa>

This Handbook is a work in progress and is updated on a yearly basis in the summer.

If you have feedback, ideas, or suggestions please contact elrt-info@wmich.edu.

For more information, please see the following WMU documents, pages, and websites:

- WMU Graduate College Website
- WMU Graduate College Handbook
- WMU Graduate Catalog
- Student Code of Conduct
- HESA Website

Educational Leadership, Research and Technology
3571 Sangren Hall
Western Michigan University
Kalamazoo MI 49008-5283 USA
(269) 387-3896 | (269) 387-3696 Fax
elrt-info@wmich.edu

If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

Table of Contents

Introduction	5
Higher Education and Student Affairs (HESA) Leadership Concentration	6
HESA Mission.....	6
HESA Description.....	6
HESA Learning Outcomes/Objectives	7
HESA History.....	7
HESA Statement on Equity & Access.....	7
HESA Program Evaluation and Strategic Planning	7
HESA Faculty and Staff.....	8
Program Faculty Coordinator.....	8
Part-Time Faculty	8
Administrative Support.....	8
HESA ADMISSIONS	9
Application Information	9
Admittance.....	10
HESA EXPECTATIONS.....	10
Professional Ethics and Legal Responsibilities	10
Commitment to Diversity & Inclusion.....	10
HESA Statement on Equity & Access.....	10
Professional Involvement & Creating the HESA Signature Experience	11
Academic Honesty.....	11
Annual Review of Graduate Students.....	11
Academic Standing.....	12
GoWMU Account and Email	12
Elearning	12
CERTIFICATE PROGRAM IN HIGHER EDUCATION AND STUDENT AFFAIRS (HESA).....	13
THE HESA MASTERS CURRICULUM	14
Performance-Driven Leadership (PDL) ePortfolio	15
The Diversity Cognate - WMU Program of Distinction	15
Field Experience and Capstone Experiences	17
What is the Field Experience?.....	17

HESA ACADEMIC & STUDENT SUPPORT	19
M.A. in Educational Leadership Website Information	19
Academic Advising	19
Helpful advising documents	20
Registration for Courses	20
HESA Program of Study	20
Graduation, Applying for	21
Graduate Assistantships (GA)	21
Higher Education Masters Student Association (HMSA)	22
HESA Interview Days	22
Professional Development.....	22
Employment and Career Services	23
The Student Affairs Job Search.....	23
Getting involved in Research while a student	23
Graduate Life compared to Undergraduate Life	24
Orientation to HESA.....	24
HESA - Checklist for New Students	26
Advice from upper class HESA students (beyond the first year)	28
Advice for new HESA students from GA & Field Experience Site Supervisors	29
STUDENT AFFAIRS AND HGER EDUCATION PROFESSIONAL RESOURCES	31
Student Affairs and Higher Education Organizations.....	31
Student Affairs and Higher Education Websites	31
Student Affairs & Higher Education Journals and Publications.....	31
Department of Educational Leadership Research & Technology	32
Master of Arts in Educational Leadership (M.A.)	32
APPENDICES	33
Helpful advising documents	33
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	33
THE GRADUATE COLLEGE	34
WESTERN MICHIGAN UNIVERSITY	34
(http://wmich.edu/about).....	34
Kalamazoo.....	34
WMU Mission	34
WMU Vision	34

WESTERN MICHIGAN UNIVERSITY STUDENT RESOURCES 36

- University Libraries 36
- Education Library 36
- Funding Resources: Graduate Research, Travel, and Scholarships 36
- Important Websites @ WMU 37

WMU AND GRADUATE COLLEGE POLICIES 37

- Sexual Harassment and Criminal Sexual Conduct/Sexual Violence 39
- Student Code of Honor: 39
- Western Michigan University’s Student Code 39

CAS PROFESSIONAL STANDARDS FOR HIGHER EDUCATION (2012) 39

ACPA/NASPA PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PROFESSIONALS (2016) 43

WMU HESA STUDENT HANDBOOK

Introduction

This handbook is intended to serve as an overview for the HESA Leadership Masters concentration in the Department of Educational Leadership, Research, and Technology in the College of Education and Human Development at Western Michigan University. The goals of this reference guide are to provide students with information about curricula, degree requirements, and policies while offering a suggested course of study for timely progress towards degree completion. The HESA program voluntarily ascribes to the guidelines set forth by the Council for Advancement of Standards in Higher Education. Thus, many of the sections in this Handbook outline how we as a HESA program meet those standards. Students are encouraged to attend advising sessions, read email announcements and meet with their Faculty Advisor to stay abreast of relevant changes in policies. This handbook is intended to serve as a guide; specific questions or concerns should always be brought to the Faculty Advisor.

Western Michigan University is a Carnegie Doctoral I public university, the fourth largest in Michigan. The Carnegie foundation for the Advancement of Teaching has placed WMU among the 76 public institutions in the nation designated as research universities with high research activity. Approximately 25,000 students are currently enrolled in a metropolitan community of 250,000. Kalamazoo is located midway between Detroit and Chicago and offers a wide variety of cultural and recreational opportunities. Western Michigan University is an affirmative action/equal opportunity employer consistent with applicable federal and state laws. All qualified applicants are encouraged to apply.

The College of Education and Human Development at Western Michigan University is a vital, progressive unit committed to high quality teaching, research, and service in the delivery of all programs. Contemporary, knowledge-based and competent teaching remains a priority across College of Education and Human Development programs, as its research informs and its service improves practice in educational and other organizations. The College also maintains a strong commitment to field-based education and collaborative efforts with schools and agencies to support the core work of the College.

The Department of Educational Leadership, Research, and Technology provides courses, field experiences, and other learning opportunities for students working toward degrees in Educational Leadership; Evaluation, Measurement and Research; and Educational Technology. Department faculty are engaged in a wide variety of research and service activities in and out of public education and social science arenas.

Higher Education and Student Affairs (HESA) Leadership Concentration

The Higher Education and Student Affairs Leadership concentration is one of four concentrations in the Master of Arts Performance Driven Leadership program in the Department of Educational Leadership, Research, and Technology in the College of Education and Human Development at Western Michigan University.

The master's degree concentration in higher education and student affairs (HESA) leadership program:

- has a broad-based higher education and student affairs leadership focus.
- emphasizes attention to historically marginalized and/or underserved student populations through a required and individually designed diversity cognate.
- meets CAS Standards for student affairs graduate programs with a curriculum of 39 credit hours and two distinct site-based field experiences.
- offers students the flexibility to be full or part-time with the majority of courses taking place in the evening on WMU's Kalamazoo campus.
- provides opportunities for networking, professional development, mentoring and social activities through the Higher Education Master's Student Association (HMSA).

HESA Mission

The Higher Education and Student Affairs (HESA) Leadership concentration at Western Michigan University prepares practitioner-scholars who:

- * Have knowledge and skills to enhance student learning and development in a variety of higher education environments;
- * Recognize the centrality of diversity and inclusiveness to higher education;
- * Are able to effectively and ethically lead and serve in a dynamic educational culture.

HESA Description

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. The program emphasizes a scholar-practitioner 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*. Students also develop *Professional Competency Areas for Student Affairs Practitioners* through the 39-credit hour coursework including 2-distinct, site-based field experiences, and completion of 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 an emphasis on leadership in the profession.

HESA Learning Outcomes/Objectives

Through the successful completion of coursework and supervised practice graduates of the Higher Education and Student Affairs (HESA) Leadership concentration will be able to:

- Describe the dynamic roles and functional areas of higher education and student affairs work.
- Articulate the influence of the philosophical foundations and historical documents on current and future issues of professional practice.
- Integrate awareness and knowledge of historically marginalized and/ or underserved student populations in all areas of professional practice.
- Articulate an ethical framework to guide one's leadership functions in professional practice.
- Apply theory to inform professional practice in higher education settings.
- Formulate a philosophy of practice guided by the values and professional standards.
- Engage in the process of research, program design, evaluation, and assessment within the context of higher education.
- Reflect upon one's professional competencies and the value of engaging in continuous professional development. (updated May 2017)

HESA History

The Higher Education and Student Affairs (HESA) Leadership program is one of the oldest student affairs preparation programs in the United States. The Department of Educational Leadership was originally formed in 1969. A new Department of Educational Leadership, Research, and Technology (ELRT) was established in August 2007, combining two program units with Educational Leadership; Educational Technology and Evaluation, Measurement and Research. In Fall 2010 a new Certificate in Student Affairs in Higher Education started and provides theoretical and administrative knowledge of higher education and student affairs.

HESA Statement on Equity & Access

As an academic program dedicated to the importance of inclusion and access in professional practice, HESA demonstrates the values espoused in the university principles of equity and access. To further this appreciation and understanding, the department provides educational opportunities to demonstrate, reflect, and identify those issues that our student population and the students we may work with in the future experience. The HESA program at WMU sets itself apart with the inclusion of a diversity cognate, and students of the program support this educational opportunity and apply themselves at all times with these concepts in mind.

HESA Program Evaluation and Strategic Planning

The HESA program meets the CAS standards for self-study and external review. In accordance with WMU policy, we regularly review policies and procedures relating to

recruitment, selection, retention, and career services. Additionally, we utilize advisory boards, hold retreats with stakeholders, and regularly administer feedback surveys and evaluations to assist us in these ongoing performance endeavors. We welcome feedback from all of our constituents. If you have ideas, concerns or questions we encourage you to contact us.

HESA Faculty and Staff

<https://wmich.edu/leadership/directory>

The HESA Faculty Coordinator in cooperation with program faculty, and Department administration assists students in the admissions, registration, advising, and career planning. The HESA faculty are scholar-practitioners with experience in a wide array of student affairs and higher education backgrounds and also engage in regular research.

Program Faculty Coordinator

HESA employs a full-time program coordinator. The position, in accordance with CAS standards will assist you as you go through the program. For most students, the faculty coordinator serves as your advisor, will teach several of the core classes in your program, and manages the program including admissions, curriculum decisions, and adherence to CAS standards. Dr. Lewis will be your point of contact for program questions and concerns, field experience connections, and as a university representative for several conferences. Dr. Lewis makes herself available to students through dedicated office hours, and scheduled events. You will receive information about these opportunities over email.

Part-Time Faculty

In accordance with CAS Standards, HESA believes in the use of highly qualified part-time faculty. These are individuals who work in the student affairs profession and assist the program in keeping a strong theory to practice balance.

Administrative Support

The administrative staff primarily assigned to assisting HESA students are ELRT employees.

HESA ADMISSIONS

In accordance with the Western Michigan University and Graduate College Policies all applicants are expected to meet the same academic standards required for admission consideration. The minimum academic requirements vary, however, by degree level, by discipline, and by admission type.

1. Bachelor's degree from an accredited institution, indicated on an official transcript.
2. One official transcript from each institution attended since high school.
3. An overall grade point average of at least 3.0 in the last two years of undergraduate work. Students who do not meet the minimum GPA requirements may be considered but if admitted will be admitted on a conditional status with the expectation of receiving and maintaining a 3.0 GPA after the first semester and maintaining that GPA.
4. Evidence of having met any additional admission requirements stipulated by the individual degree program.
5. Acceptance by the academic unit offering the master's program and endorsement of the acceptance by the graduate dean.

The HESA Leadership concentration does not require exams (i.e. GRE) for admission into the master's program. Students from any academic major are encouraged to apply. The minimum GPA requirement HESA admission is generally a 3.0. Generally, we are looking for a record of improved and/or steady academic performance and we need to feel confident in your ability to not only manage challenging coursework but also the demands of a graduate assistantship and field experiences. Students who do not meet these requirements are encouraged to speak to the HESA Coordinator about their concerns. Students who fall below this requirement are asked to provide in writing, as an attachment to their *Career and Professional Goals statement*, a statement regarding their academic performance and anything they may have done to more recently address the previous academic issues (taken courses, etc.) and how they see themselves meeting the academic challenges of graduate school.

Application Information

<https://wmich.edu/leadership/academics/ed-leadership/master/hesa/hesa-admissions>

Applications are accepted on an on-going basis throughout the year; however due to limited size of the HESA program and to and to be eligible for HESA Leadership Interview Days students should complete and submit all of the application no later than December 15 each year. Applications for International Applicants may be due sooner to the Office of International Admissions. Final admissions decisions will be made in mid-January. Students should review the Department website for required forms and information and are required to complete

- Graduate Application Form (with fee)

If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

- One official transcript for every previous higher education institution attended
- Career and Professional Goals Statement/Personal Statement
- Completed Application which includes Program Concentration Selection Form
- Resume
- 3 References (the references are completed as online form with a suggestion that students obtain at least 1 letter - see website)

Admittance

Students who are admitted to the HESA program are invited and asked to confirm their invitation to attend HESA Leadership Interview Days. Students are not required, but are highly encouraged to attend. Being admitted academically does not guarantee obtaining a graduate assistantship (GA) but many of our students find a GA position at Interview Days.

In accordance with Council for Graduate Schools all students are asked to submit their notice of acceptance in the *Applicants Response to Admission* form to the HESA Leadership program by April 15 each year.

HESA EXPECTATIONS

Students in HESA are expected to adhere to university, college, and departmental policy and procedures. Students should also recognize that they are part of a larger profession of student affairs. Ethical codes and ethical standards as they relate to professional associations and standards are of great importance. As a HESA program we closely monitor the overarching professional codes set forth in [ACPA Ethical Standards and Guidelines](#), , NASPA, and the [CAS Statement of Shared Ethical Principles](#). As a student, additionally it is important to be familiar with the WMU Code of Student Conduct, and the WMU Graduate Catalog Rights and Responsibilities. Students agree to abide by these standards upon accepting the *HESA Applicants Response to Offer of Admission form* that is returned to the ELRT-HESA unit.

Professional Ethics and Legal Responsibilities

Upon accepting admission into HESA, students have agreed to abide by the WMU Student Code of Conduct, <http://www.wmich.edu/conduct/studentconduct/index.html> as well as the standards and/or ethical guidelines of appropriate professional associations (e.g., ACPA, NASPA, NACA, etc.) in higher education and student affairs.

Commitment to Diversity & Inclusion

HESA Statement on Equity & Access

As an academic program dedicated to the importance of inclusion and access in professional practice, HESA demonstrates the values espoused in the university principles of equity and access. To further this appreciation and understanding, the department provides educational opportunities to demonstrate, reflect, and identify those issues that our student population and the students we may work with in the

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future experience. The HESA program at WMU sets itself apart with the inclusion of a diversity cognate, and students of the program support this educational opportunity and apply themselves at all times with these concepts in mind.

The HESA program is founded on the principles of equity and inclusion; we strive to foster a culture of belonging, collaborative practice, and mutual respect. In accordance with professional ethical codes, CAS Characteristics of Individual Excellence, and WMU standards students in the HESA concentration are expected to “behave in ways that reflect integrity, responsibility, honesty, and inclusiveness and with accurate representation of self, others and the program.” (CAS Professional Standards).

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

Professional Involvement & Creating the HESA Signature Experience

In accordance with professional ethical principles, the *Professional Competency Areas*, and *CAS Characteristics of Individual Excellence for Professional Practice in Higher Education* and the WMU Signature there is an expectation of all students in the HESA concentration to engage in professional development and involvement through opportunities made available in the HESA program, on campus, and professional associations.

Academic Honesty

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Annual Review of Graduate Students

Additionally, master's students will be reviewed annually for eligibility to continue in the program. Upon the student's initial enrollment, the department shall provide a document to the graduate student outlining the annual review criteria and procedures. The review will assist the student in measuring timely progress toward completion of the program of

study and in providing documentation for awards or assistantships or, if deficiencies are apparent, note them and indicate corrections necessary. Uncorrected deficiencies and/or unsatisfactory progress may result in a student's dismissal from the program.

Academic Standing

Students are expected to maintain a **3.0 GPA** while in the HESA program. Students who fall below this GPA requirement will be placed on academic probation by the Graduate College. If students are unable to increase their GPA above the 3.0 standard they may face academic dismissal and need approval by the Department Chair and the Graduate College.

Grading - A grade is given in each course in which a student registers. Grades are indicated by letters and assigned honor points as shown in the table below. Credit toward a degree **program will be granted only for courses in which a grade of "C" or better is earned.**

The Graduate College policy states the following: The academic standing of a student is determined by the student's grade point average (GPA). All graduate students must have a 3.0 or better grade point average to maintain "good standing." A "warning" will be issued to a student whose GPA falls below a 3.0 in any semester or session even though the overall GPA is 3.0 or better. A student will be placed on "probation" if the overall GPA falls below 3.0, and will receive a "dismissal" notice if the overall GPA is not raised to or above 3.0 at the end of a semester or session on "probation," except when the academic unit housing the student's program grants an "Extended Probation" for an additional enrollment period.

GoWMU Account and Email

In efforts to promote sustainability and promote excellence through strategic investment in technology WMU requires the use of a [GoWMU](#) student computer account to send e-mail, access [ELearning](#), and [WMU library electronic course reserves](#).

Please check your email regularly as GoWMU and Email are the official means of communication for HESA. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. And if you need assistance with email, computers, tablets, or smart phones your first point of contact should always be the OIT Help Desk (269) 387-4357 (www.wmich.edu/helpdesk).

Elearning

Elearning is the online course portal. Many of your courses will utilize Elearning. Please familiarize yourself with the Elearning platform. For questions visit the Elearning website or call the Help Desk.

CERTIFICATE PROGRAM IN HIGHER EDUCATION AND STUDENT AFFAIRS (HESA)

(minimum of 15 graduate credits) Advisors: Ramona Lewis, Donna Talbot

This Certificate is designed to enhance the work of current professionals working in Student Affairs and related positions by providing the theoretical and academic knowledge associated with the field. Applicants to this certificate program must be employed full-time in higher education, or be enrolled in another graduate program and demonstrate commitment to, and experiences, within higher education. Following University and Graduate College policies, individuals who earn the Certificate in HESA may apply to the master's program in HESA Leadership and use the courses completed toward their degree. Additionally, students pursuing the Ph.D. in Higher Education Leadership may complete the certificate as part of their doctoral program.

Per advisor approval, courses used in graduate certificate programs may also be counted in the masters or Ph.D. programs and courses from masters or PhD programs may be eligible to be counted in the graduate certificate programs. For example, a student in the MBA may be able to use an applicable course from the MBA required program of study in the HESA Certificate program. Thus courses may be double counted. These course(s) will need to be approved by the faculty advisor and be directly related to the goals of the HESA Certificate curriculum.

Admissions criteria for HESA Certificate (see ELRT Department web page for application):

1. A completed Bachelor's Degree with a 3.0 GPA or higher.
2. Rationale and fit for pursuing the certificate (through a two page written statement).
3. Hold a full-time professional position in higher education that is relevant to the certificate being pursued; be enrolled in another graduate program and demonstrate a commitment to, and experiences, within higher education; or have advisor approval.

THE HESA MASTERS CURRICULUM

The HESA program consists of the completion of 39 credit hours, including classroom and experiential components. Your advisor will provide guidance throughout the duration of your program, however the following information is designed to provide specific details for some of the unique opportunities you will take part in as a HESA student. You will want to familiarize yourself with the requirements of the program early so that you have time to make informed choices about your program of study.

Length of program. Students work with faculty advisor to set up plan. The length of time is determined by the student's academic and personal needs. 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 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.

Please see the suggested rotation of courses and the *HESA 5-year course plan* that is updated regularly on the HESA website.

I. Leadership Core (7 credits)

EDLD 6791: Educational Leadership Master's Seminar (Fall)	1
EDLD 6020: Educational Leadership (varies)	3
Focused Elective* [Requires approval of advisor and is aligned with program goals]	3

**Students choose a graduate level elective that aligns with HESA program goals & personal career interests with advisor approval. Courses may include 1-credit hot topics seminars offered by HESA, research course, or independent studies or research, additional internships, and combinations of options totaling 3 credits.*

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 (fall)	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 & some summers)	3
EDLD 6590: Higher Education Law & Ethics (spring)	3

III. Field Experience (3 credits): EDLD 6580: Field Experience in HE &SA 3

300 supervised field-based clock hours + online seminar. Typically completed in summer, varies by student needs. *Prerequisites* EDLD 6510, 6530, 6550 with 6570 recommended & advisor approval

IV. Diversity Cognate (6 credits) *[Requires advisor approval. See list on the HESA website, program emails, schedule of WMU courses, or faculty advisor for options.]

A variety of courses across the university and beyond may fit. Examples are: *study abroad opportunities, hot topics 1-credit seminar, Global Perspectives in H.E., LGBT Students*

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in H.E., Students with Disabilities, White Privilege & White Identity, The Social Justice Mission of Community Colleges, Women in Leadership; First-Generation College Students; Hot Topics/Diverse Issues in HE Leadership and more.

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

PROGRAM TOTAL 39 Credits

Performance-Driven Leadership (PDL) ePortfolio

The Performance Driven Leadership Model provides students the opportunity to merge theory into practice. Students develop a portfolio throughout their entire Master of Arts program by completing activities for specific classes and then packaging these products and reflections as part of a comprehensive electronic portfolio. The entire Performance Driven Leadership portfolio is thoroughly reviewed during The Capstone Experience (EDLD 6792), and serves as one method of demonstrating competency in each of the content areas. Graduates from this program use their portfolios as a resource in addressing their respective leadership responsibilities.

The Performance Driven Leadership (PDL) Portfolio is an important part of the ELRT Performance Driven Leadership goals. The Performance Driven Leadership Model provides students the opportunity to merge theory into practice. Students develop a portfolio throughout their entire Master of Arts program by completing activities for specific classes and then packaging these products and reflections as part of a comprehensive electronic portfolio. There are instructions for the portfolio distributed in EDLD 6791 and in EDLD 6792. The entire PDL portfolio is thoroughly reviewed during The Capstone Experience (EDLD 6792) and serves as one method of demonstrating competency in each of the content areas. Graduates from this program use their portfolios as a resource in addressing their respective leadership responsibilities. The PDL Portfolio will be completed and reviewed during this Capstone course and will serve as one method for displaying understanding of course content and activities.

Students are to prepare their own ***PDL Portfolio*** using meaningful materials/artifacts from each of the courses within their master's degree in the Educational Leadership (EDLD) program, and a brief reflection on key concepts learned, CAS Standards and Professional Competencies addressed. This Portfolio should represent the best of what you have learned about yourself, about being an educational leader, and about the educational organization in which you see yourself working. The university supported system for completing a portfolio is **iWebfolio software**. This software is supported by WMU. If students choose to utilize a different portfolio venue WMU may be unable to assist you with technological issues.

The Diversity Cognate - WMU Program of Distinction

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 through a required and individually designed diversity cognate (6 credit hours selected by the student with help from an advisor). This diversity
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cognate is what sets us apart from many programs. While we and many other programs weave diversity into courses and field experiences, we believe that this diversity cognate will help you to challenge yourself and your institutions of employment, by utilizing student development and leadership theory, as well as knowledge and skills for improving the educational experience of historically marginalized and/or underserved student populations.

Students are welcome to browse through course offerings to find a class that may fit or students may choose a course on another campus—this is particularly helpful to know in case you are completing a Field Experience outside of the local area. Courses for the Diversity Cognate should meet the stated goals: helping to work with “historically marginalized and/or underserved student populations in higher education.” The Diversity Cognate must be approved by your Faculty Advisor unless otherwise stated by the program that it is a Diversity Cognate.

*** To find a class that suits the student’s 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. To obtain approval students *should email the faculty advisor and provide the course number and 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; 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.*

***Study Abroad** opportunities are available in the ELRT Department. HESA partners with the ELRT Department to offer study abroad experiences focused on higher education for students interested exploring culture and systems of higher education beyond the U.S. There are also numerous study abroad opportunities available at WMU. While the programs outside of ELRT may not emphasize higher education, they are valuable in learning about culture and diversity. There are scholarship programs at WMU to support student’s global engagement. Programs by HESA have included: *Higher Education in Singapore & Malaysia; Exploring Higher Education in Canada.*

Numerous study abroad opportunities are available at WMU. While these may not emphasize higher education, they are valuable in learning about culture and diversity.

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There are also several scholarship programs to support students. Students are also welcome to transfer in credits from other programs.

Focused Elective [The *elective chosen requires approval of advisor*]. The focused elective is intended to provide flexibility, offering student opportunity create a program of study that meets own professional needs. Students may choose a graduate level elective that aligns with HESA program goals and personal career goals. Courses may include: study abroad, additional diversity cognates, 1-credit hot topics seminars offered by HESA, 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 1 to 3 credits. (continued)

***The course must meet program goals and be approved by the faculty advisor. To obtain approval, student sends email to faculty advisor. Provide the course number, course title and course description. Briefly and clearly articulates how the elective course aligns with HESA program goals and will assist the student in developing themselves as a practitioner-scholar for service in a position in higher education.**

For additional internships opportunities used as part of the focused elective: Students meet with advisor, create an independent study plan that includes: learning outcomes, goals, timelines, and deliverables. Required are: an elective mentor supervising the project and a faculty supervisor (for registration purposes). The credit hours depend on the type and length of the project. Some ideas: teaching courses, co-instructing, conference committees/chairing. WMU Signature projects generally do not count because WMU Signature cannot be completed for credit.

Field Experience and Capstone Experiences

As part of the MA HESA curriculum students will complete two distinct Field Experiences in EDLD 6580 (300 clock hours), typically completed the summer between the first and second year, and EDLD 6792 Capstone Experience (100 clock hours) completed during the final Spring semester of the student's program. Please see the ***Field Experience Handbook*** for more information. HESA provides a *Field Experience Manual* to students and a *Site Supervisors Manual* to supervisors. Field Experience requirements must be completed before registration and/or beginning Capstone (EDLD 6792).

What is the Field Experience?

The MA program in Higher Education and Student Affairs Leadership concentration meets the CAS requirements for Supervised Practice by the completion of two experiential learning opportunities fulfilling the theory-to-practice emphasis in the form of Field and Capstone Experiences. HESA Field Experiences are hands-on experiences emphasizing practical application of the student's area of specialized interest within higher education and student affairs and allows students to work in a functional area of their choosing. In recent years, there has been a growing interest in international practicum opportunities, which have included Spain, New Zealand, and Australia. Student affairs administrative experiences are provided in selected supervised settings so that students can apply knowledge and skills acquired during previous studies. It is

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strongly recommended that a portion of the Field Experience be devoted to “direct service” to or with students. As stated within the mission of the HESA program, we value the learning opportunities present in diverse settings and with diverse clientele or populations.

Students complete field related activities for each course, with the goal of extending the traditional classroom environment to the field. The field experiences and the relationship of theory to practice are discussed in each class. This contextual learning configuration makes learning more relevant and allows the student the opportunity to better to understand the link between theory and practice. Students maintain a log of activities and contact hours with his or her mentor(s). It is also anticipated that mentors will provide students with other related experiences throughout the completion of the master's degree. The duration of the internship runs concurrently with the student's master's degree. It is the student's responsibility to research and seek Field Experiences and discuss them with their Supervisor. All Field Experience placements must be approved by the Faculty Advisor.

*Students working full-time in appropriate higher education positions may be able to utilize their current worksite for field hours if by completing work above and beyond the normal scope of duty. Students will work with a faculty advisor to discuss career goals and determine the best time to complete the field work.

- **EDLD 6580 Field Experience in Higher Education** is a 3-credit hour course that should include 300 clock hours student work (typically unpaid). For full-time students this is most often completed during the summer semester between the 1st and 2nd year. Part-time students work with their Faculty Advisor in arranging the Field Experience. **Students will register** for this course in the semester in which they are completing the majority of the work hours.

*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.

- **EDLD 6792 Capstone Experience.** The Capstone Seminar is a 2-credit hour course with 100 hours of student work, completed during the final Spring semester of the student's Program of Study. The Capstone Seminar is taken near the end of the program. Students complete a 100-hour field-based experience and also complete the Performance Driven Leadership portfolio, which highlights students' growth in knowledge and skills. EDLD 6792 consolidates concepts learned in the Performance Driven Leadership Curriculum, continuing to merge theory with best practice. Questions arising from coursework and the related internship experiences are discussed and clarified. Students should have completed EDLD 6580 and generally all but one or two courses prior to enrollment. Capstone is a culminating

experience and is intended to be completed during the final semester of the program. Advisor approval is needed.

See the HESA Current Students Website for sample of the suggested rotation of courses and most up-to-date information

Updated Aug 2017

HESA ACADEMIC & STUDENT SUPPORT

There are a wide variety of resources open to students through the Department, College, and University. Students are encouraged to seek out and utilize these resources. A more extensive list of resources is available under the WMU Student Resources section of this handbook.

M.A. in Educational Leadership Website Information

Students are encouraged to periodically check program information regarding the M.A. in Educational Leadership program at the following website:

<http://www.wmich.edu/coe/elrt/edleadership/masters.htm>. This site also contains a multi-year plan as to when various EDLD courses are slated to be offered.

Academic Advising

Students hold the primary responsibility for maintaining their academic records and ensuring progress towards graduation. Academic advising should be viewed as a continuous process of clarification and evaluation. Students are assigned advisors when admitted to the program. The role of the Faculty Advisor is to (1) help develop a suitable program of study (2) determine the appropriateness of certain courses and other educational experiences; (3) assist student in clarifying their professional and career goals and refer them to appropriate professional resources to do so; (4) assist in the selection and approve the Field Experience and Capstone sites (5) troubleshoot if problems should arise in a variety of situations including interpretation of policies and procedures; ethical dilemmas, and issues of concern at the GA or Field Experience sites.

Please keep track of your courses utilizing the HESA program of study and bring these documents to each meeting with your Faculty Advisor We suggest that you keep all of your correspondence with your Faculty Advisor

Students admitted to the HESA are assigned a qualified Faculty Advisor from the HESA faculty. In the summer before your official Fall semester you will receive correspondence about courses. The EDLD 6791 Educational Leadership Seminar – HESA Section is a course designed to provide an orientation and introduction to the program. Students are also highly encouraged to attend the regularly scheduled HESA community gatherings, one-on-one advising faculty advising sessions, group advising sessions, and regularly check email to keep up to date on programs and information. Each semester we hold group advising sessions for HESA students where we discuss courses, course plans and Field Experiences.

If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

Helpful advising documents are all located on the HESA Current Students website:

- My HESA Course Plan (used as a planning document)
- HESA Suggested Rotation
- HESA 5-Year Course Plan
- HESA Course Descriptions
- HESA Possible Diversity Cognates
- Plan it Forward
- Field Experience Manual (and forms)
- HESA Graduate Program of Study

Registration for Courses

Registration at WMU is conducted via the schedule and procedures as found on the Registrar's website, <http://www.wmich.edu/registrar>. This website should be consulted for information on registration dates, the priority registration schedule, drop/add dates, refund dates, final exam schedules, deadlines and methods of payment, and all policies related to registration. Registration by students signifies an agreement to comply with all regulations of the University whenever approved by WMU.

Students should be aware that course information, including building, room, instructor, and time may change. The information in the online registration system is the most current. To begin registration, the student will log in to GoWMU at <http://gowmu.wmich.edu> and follow the script displayed.

You can look up courses here: <https://www.wmich.edu/classlookup/> or via your GoWMU account.

HESA Program of Study

See the [Registrars website](#) for information on graduation filing deadlines.

Generally during the first semester HESA students work with their Faculty Advisor to discuss courses and begin their program of study. Please keep track of your courses and your progress. Because some classes such as diversity cognates, free electives, and EDLD 6020 may be taken at various times throughout the program students generally do not submit their final program of study until the semester prior to the one in which they graduate. The program of study must be completed in order to apply for graduation and the graduation application deadlines are very important. Please do not wait until the last minute. **Most of HESA Core courses are only offered one time a year so you should follow the rotation of courses closely.

Graduation, Applying for

<http://www.wmich.edu/registrar/graduation/graduationaudit.html>

Each student must apply for a graduation audit to be eligible to graduate. The graduation audit is initiated by the submission of the Application for a Graduation Audit Form. The audit, conducted by a graduation auditor in the Office of the Registrar, is a process by which a student's academic record is examined to make sure all University obligations and all academic requirements for the degree have been met. A separate audit is required for each degree or graduate certificate to be received.

Graduation applications for graduate students diploma or certificate can be obtained from the Office of the Registrar or on the website. Submit the completed application to the Office of the Registrar. A \$fee will be applied to your student account. A completed Graduate Program of Study form must also be on file in the Office of the Registrar before your academic record can be audited for degree requirements. Graduate students should submit their application for graduation **two** semesters prior to their anticipated commencement. Deadlines for graduate students to return an audit application:

Graduate Assistantships (GA)

Holding a GA is not a requirement for admission to HESA however it is highly recommended as through a GA you will gain valuable, hands-on experience. HESA works closely with departments at WMU and colleges and universities in the local area to secure graduate assistant positions through the WMU HESA Leadership Interview Days program which is described below. There are a limited number of graduate assistant positions offered at HESA Interview Days; however, new GA positions continue to open throughout the year. For any student who does not have GA positions by the end of HESA Interview Days we highly encourage you to register for Bronco Jobs. The HESA program will email students as we become aware of new GA positions.

If your GA requires you to take classes beginning in Summer session I or II, please contact the ELRT Office Associate as your WMU application will need to be adjusted to start in Summer so that your GA can pay you and you can register for classes.

GA appointments are overseen by the Graduate College and the appropriate WMU Department/Office. Please work with directly with your employer. Western Michigan University offers fellowships and assistantships for students planning to pursue graduate study. Students must apply for these and you may learn more about these appointments at: [the graduate college website](#). Graduate Assistantships are available in many departments of the University for both master's and doctoral students. A full appointment requires 20 hours of service per week from the student in the department or in a related area.

Types of appointment duties include teaching, research discovery, or research application (service). Enrollment of at least six hours per semester and three hours per session is required (even for partial appointments). The assistantship also provides tuition remission based on the percent appointment. Inquiries should be sent to the chairperson of the department. See Graduate College website for more information.

Assistantships are awarded to students in any graduate-level program with the expectation of appropriate professional service. Graduate assistants are apprentices in the profession, and while the service aspect is emphasized in the definition in order to make a distinction, Graduate Assistants, first and foremost, are students and valued members of the community of scholars. They are selected for their scholarship and manifest interest in the discipline as well as for their ability to perform the needed service.

Higher Education Masters Student Association (HMSA)

The Higher Education Masters Student Association is a WMU officially recognized student group designed to provide opportunities for networking, socializing, and professional development for students in HESA. HMSA contacts students soon after they enroll for their first semester of courses.

HESA Interview Days

WMU HESA Leadership Interview Days is held annually in the Spring semester. This program provides an opportunity for admitted HESA students to become familiar with the campus and HESA program, as well as interview for graduate assistantship (GA) positions. In order to participate in the HESA Leadership Interview Days program, a student must be accepted into the HESA MA Leadership concentration. To ensure full review of your HESA application (certificate and cohort) and to be eligible for HESA Leadership Interview Days please complete and submit all parts of your application (including references) by early December each year.

Professional Development

The HESA program highly encourages and requires student involvement in at least one student affairs/higher education related professional organization. This may be a state, regional, national, or international organization. Many students will find involvement through their GA sites. Students will be introduced to an array of professional organizations in EDLD 6510 and students are encouraged to consult with their advisor should they have questions.

We also encourage students to attend conferences and submit program proposals for presentations. There may be conference funding available to students who are presenting via the ELRT Department funds or the Graduate College.

Employment and Career Services

WMU Career and Student Employment Services (www.wmich.edu/career) offers comprehensive services including career and personality assessments, development of interview skills, and resume reviews.

As part of the HESA program, the faculty and the coursework will assist you in clarifying objectives and establishing your goals. You are expected to engage in regular professional development and work to clarify your career goals. There are a number of opportunities provided to work on these skills including coursework, professional development offered by HMSA, websites, webinars, and professional organizations. The following courses in the HESA Curriculum all address career related and professional preparation issues: EDLD 671, 6510, 6580, and 6792.

Additionally, HESA highly recommends your involvement in at least one professional organization where mentoring, and career placement and advice are readily available. Student Affairs career information is made available through numerous professional organizations. In addition, the HESA program in conjunction with HMSA provides several workshops and hosts webinars that deal specifically with career issues.

The Student Affairs Job Search

For student affairs career postings visit the individual association pages or: www.higheredjobs.com, chronicle.com, academic360.com, and studentaffairs.com. Information on the job search can also be found on Twitter at [#sasearch](https://twitter.com/sasearch). ACPA and NASPA both offer extensive resources on job searching as do many of the professional organizations. Use your networks and use these professional resources.

Getting involved in Research while a student

Talk to the faculty about your interest in research. If you would like to get involved in large scale, official research projects we suggest that you plan on taking EMR 5400 or another research class (FCS) for your free elective in the Spring 2018 semester. This class will give you the fundamentals to research design. After the Fall EDLD 6548 Assessment in Higher Education course you will also get ideas on how to complete small scale assessment (research) projects. So then you may be able to implement projects as part of a Capstone project in the Spring semesters.

You can plan to engage in small research projects in your workplace (GA or full-time or field experience) if you let your supervisors know you have an interest; they may have ideas of topics of interest to them.

Faculty often have ongoing projects on a variety of research topics—if you are interested stay tuned in to your class announcements and to emails that invite applications. Generally these projects are on a predetermined topical area and are done on a volunteer basis.

Students in HESA MA have 3 credit hours of “free elective” these can be used towards research projects as approved by advisor.

If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

Funding is available at WMU for research projects—also there is funding available from larger organizations (state, regional, national, international). For some ideas check out:

- <http://wmich.edu/research/funding>
- ELRT department funding

Graduate Life compared to Undergraduate Life

Graduate life looks a lot different than undergraduate life. As a brand new undergraduate student many services and programs were provided for you. At the graduate level there is a much greater expectation that you seek these resources on your own. And by being in the higher education profession part of you navigating this transition is your learning experience. HESA does some of this, but a lot of it is **dependent on you:**

Taking advantage of all that HESA, HMSA, WMU, the Graduate College, and the student affairs profession has to offer. There are hundreds of workshops, events, and programs available to you.

How do you find these resources? read the HESA website, HESA handbook, browse the website, Experience WMU portal, ask an upperclass student, attend class, group advising, read your email, regularly communicate with your supervisor, and get a mentor from the profession who is on campus that can assist you!

Orientation to HESA

- Orientation to HESA begins with the application process. Time spent talking with the program coordinators, faculty, and department administrators provides information for students about the culture and expectations of graduate school and life at WMU. Furthermore, attendance at HESA Interview Days provides an important orientation to the program. Programs, events, advising sessions (one-on-one and group) are part of the continuing orientation model.
- Since networking is a big part of informal orientation students are also highly encouraged to attend all events sponsored by HESA and professional development offered by HMSA as a way to network with other professionals, spend time with faculty, and share in the larger community.
- EDLD 6791 Educational Leadership Seminar and EDLD 6510 Foundations of SA in HE are courses designed to provide an introduction to fields of educational leadership and student affairs, as well as to HESA.
- A formal HESA Orientation will be held early in the Fall semester with additional required advising sessions held about once a month each Fall semester.

Ongoing orientation and information is shared in: courses, group advising, one-on-one advising, and at HESA events.

- The Graduate College offers a free online orientation module via Elearning

HESA - Checklist for New Students

Once you are accepted to WMU you will receive a letter that will give your student ID number and provide you instructions for setting up your WMU email address. Please set up your WMU email address as soon as possible as the WMU will begin communicating with you this way.

- Obtain your Bronco Net ID** (from your WMU Admissions letter)
- Log in to your GO WMU account**
 - Set up your personal information in Go WMU including emergency contact info.
 - Sign up for Emergency Alerts.
 - Set up your WMU Email Account and begin to check WMU email regularly
- Subscribe to the HESA Facebook Group where students share announcements with one another**
- Secure a Graduate Assistantship**
 - Let HESA know when you have accepted a GA position
 - **Confirm various elements with your new supervisor about start date, pay.**
 - Check in with your GA regarding any required paperwork.
 - Obtain important dates for planning/scheduling.
 - For those still seeking a GA, check WMU Bronco Jobs for new updates and keep tuned to your WMU email for announcements from HESA.
 - Note that new GA's will be required to attend the WMU GRADUATE COLLEGE GA TRAINING WORKSHOP. This will be mentioned in your GA Appointee letter.
- Secure housing**
 - WMU has limited on campus housing for graduate students.
 - It is suggested that you communicate with current HESA students for advice and information, because they know the area best. You can communicate via the Facebook page or connect with the HESA GA.
- Connect to the Graduate College social media pages and explore their online orientation**
- Research health insurance options**
 - Sindecuse Health Center has information on their website
- Gather information about parking**
 - Full GA positions will offer parking passes. Please visit the WMU Parking website for information about parking passes: <http://parking.wmich.edu/>
- Register for classes**
 - New students starting in Fall are sent an advising newsletter in late April. This will highlight answers to numerous questions about which classes to take.
 - To register for courses utilize your GO WMU Account
 - To look up courses without a GO WMU Account visit: <https://www.wmich.edu/classlookup/>

- Please follow the suggested rotation of courses and information in the newsletter.
- You can locate HESA forms and other course information via the WMU HESA Website both on the “CURRENT STUDENTS” page and the “COURSES” page
- FUTURE ADVISING: Many of your advising questions will be answered during the HESA Orientation, EDLD 6791, group advising sessions, and in emails sent throughout the year.
- Individual advising appointments can be made with Dr.Lewis through the online calendar system: <http://meetme.so/ramonamerazlewis>
- If you are taking an online course you will need to fill out a form “Elect Extended University Program” form available on [Graduate College website](#).

Textbooks

As a graduate student you are entering a community of professionals. At the graduate level, we **highly recommend** that **you purchase and keep all of your textbooks** (rather than rent or sell back); these will be important references throughout your career in student affairs and higher education.

Textbook information is available through the following:

- [WMU Course Offerings](#) page (click on the course and scroll towards the bottom of the page and see the link for “required and recommended course material”
- [WMU Bookstore](#) On this site your program is EDLD, you will also need the course number for example EDLD 6510 and the five digit CRN number.

- Consider your goals for the upcoming year:** Review the HESA Plan it 4-Ward document

To NOTE

- Graduate College social media
- Responsible Conduct of Research (required). You will hear about this from the Graduate College
- Graduate College Online Orientation (optional—you will be loaded into this via the Elearning site).
- Graduate College – Graduate Assistant Training Workshop (required for all new WMU Gas)
- HESA Orientation (will be held as part of the program and is required for all new students)

Advice from upper class HESA students (beyond the first year)

- Relate your resume to your cover letter and the job description you are applying for. It should all be cohesive.
- Be thoughtful about where you take on-campus interviews (if you have to travel). If offered and declined, you may have to pay back expenses.
- Know your initiation.
 - Mission, values, department.
 - They want to know you have done your research and care enough to remember.
- Be confident in your experiences and what you offer. Capitalize on all you've done and show pride in your work and passions for it!
- The most helpful thing I learned about the job search process is to scan my signature and save it to my PC to use for cover letters (instead of scanning each cover letter).
- Keep track of the jobs you are applying for-save copies of job descriptions, contact info, etc.
- Be prepared for the interview:
 - Bring copies of your resume.
 - Know where and when.
 - Be informed about the job and institution.
- During a phone interview, make sure you dress up in a suit
 - During a phone interview if you are a visual person, try printing out faces of the individual you are interviewing with.
 - Ask good questions.
 - Make sure to always send thank you notes or cards.
- The place to find the most accurate information about available jobs is each institution's human resources page. You can reduce the time it takes to check all these by making a spreadsheet with the URLs.
- Don't plan first round interviews on the last day of placement.
- Can't afford business cards before a conference?
 - When you meet someone who you want to remember:
 - Ask for their business card.
 - On the back, write your contact information and some pieces of information about your meeting, so that later when the contact looks at the

card, you can be sure he or she remembers you in context. (Ex. I wrote my degree, the name of the conference and that my tie was awesome!)

- Network, network, network!
- You're always interviewing, even if you're not interviewing in a traditional setting! Don't hesitate to make new connections!
- (Sometimes) you may be more prepared than your interviewer.
- Google yourself so you are aware of what is out on you!
- Be on time or better yet 10-15 minutes early for your scheduled interviewer. Even being the 1st candidate to interview on opening day does not hurt at 8AM. Smile a lot like you're on camera.
- Don't just focus on researching the institution, also do research on the office staff and even add them on LinkedIn

Advice for new HESA students from GA & Field Experience Site Supervisors

- Keep up with your work, particularly the readings.
- Do not think you know everything already.
- The site supervisors, faculty, and colleagues will make mistakes and do things you don't like, Be OK with this. Learning is part of seeing results
- Being a grad student is what I would describe as a "weird place" in life. Remember to set boundaries; keep an open mind; admit your mistakes; learn from your mistakes; be true to yourself. Panic may happen from time to time but you always have people who can help.
- See every day as a new opportunity to GROW!! You are a valuable asset to this university (even if you don't know it yet).
- You are a student and also a professional. Seek out other professionals on campus (at least 2) outside of your program area that you would like to get to know. Networking is essential to your growth!
- Open communication with supervisor, they cannot help if they don't know.
- Diversify your learning and experiences
- Learn the administrative pieces (of your jobs)
- Be vulnerable and take risks. Ask questions and take responsibility.
- Network with others and study.

- Learn something and reflect on everything that you do.
- Have fun!!
- Get to know people on campus. They can help you navigate through your M.A. experience, provide exposure to different HESA areas, serve as referrals.
- Remember that you are awesome! (You've gotten this far haven't you?)
- Do what you say you will do.
- Go for diverse experiences and institutions for your jobs (whether a GA or not), your field experience, and your capstone. Consider community college...private liberal arts...public university...
- If you can't control it OR you can't influence it...don't worry about it.
- Seek out a field experience in an area in which you have no experience
- Think about your opportunities & weigh pros and cons of each one, then choose carefully and deliberately
- Be assertive, be proactive. Demonstrate your excitement regarding your GA-ship/ internship.
- Ask lots and lots of questions- of everyone!
- Always be aware of the message you are sending, who's listening, what impression listeners may get from you.
- You are going to make mistakes- be willing & open to learn from them.
- Use your cohort! They will become your great friends whether you know anyone in the room right now or not. These will be the people you have to work with, so have some fun with them too. You will learn a lot from each other and find great support in these people.
- Never be afraid to ask questions
- Take ownership/ responsibility for your mistakes (we all make mistakes).
- Enjoy your time at WMU! Keep a positive attitude. ☺
- The time goes fast! Do well in the classroom, build relationships, find a mentor, make mistakes, (learn from them), ask lots of questions, don't burn bridges, and enjoy your time at WMU!

STUDENT AFFAIRS AND HIGHER EDUCATION PROFESSIONAL RESOURCES

The HESA program values your continued professional growth and development and encourages students to get involved in professional organizations. This can happen in many ways including through membership, volunteering at conferences, submitting program presentation proposals, attending drive-in workshops and or conferences, and webinars.

Student Affairs and Higher Education Organizations

To find out about other student affairs professional organizations visit Studentaffairs.com or Academic360.com and search via functional area.

Learning about functional areas in student affairs:

<https://www.studentaffairs.com/resources/websites/functional-areas/>

While there are many functional area organizations; the leading student affairs organizations are:

ACPA

The American College Personnel Association (ACPA), headquartered in Washington, D.C. at the National Center for Higher Education, is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. The national organization holds numerous webinars and institutes throughout the year and also hosts an annual convention and career/job placement service.

[ACPA-MI](#) is a state division, which is much smaller, and less expensive provides excellent opportunities for graduate students to get involved.

NASPA

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Founded in 1919, NASPA comprises more than 13,000 members in all 50 states, 29 countries, and 8 U.S. Territories

[NASPA IVE](#) is the regional division of NASPA. The regional division offers excellent opportunities to network and get involved on a smaller level

Student Affairs and Higher Education Websites

- www.chronicle.com (Chronicle of Higher Education)
- www.collegepubs.com/
- www.academic360.com
- www.magnapubs.com/
- www.studentaffairs.com/
- ww.higheredjobs.com/
- www.paper-clip.com/
- www.sc.edu/fye/index.html
- www.insidehighered.com/
- www.residentadvisor.com

Student Affairs & Higher Education Journals and Publications:

If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

SEE: http://www.csun.edu/edpsy/epc620/620_prof.pdf

The following list will lead you to some of the leading journals related to higher education: <http://sites.uci.edu/saslo/resources/where-publish/>

Or <https://www.studentaffairs.com/resources/websites/online-journals-and-forums/>

Department of Educational Leadership Research & Technology

<http://www.wmich.edu/leadership/>

The Department of Educational Leadership Research and Technology is a graduate focused department with several degree programs.

- Educational Leadership
- Evaluation, Measurement and Research
- Educational and Instructional Technology
- Organizational Change Leadership

Master of Arts in Educational Leadership (M.A.)

<http://wmich.edu/leadership/academics/ed-leadership>

WMU's Master of Arts in Educational Leadership degree is based on a Performance Driven Leadership (PDL) model defined by the active participation of students in a variety of activities designed to prepare them for the challenges faced by today's educational organizations. The PDL model provides students with the opportunity to merge cutting-edge theory into pertinent practices; an approach that represents a blending of an experiential program with theory-based instruction. PDL addresses many of the problems that have plagued traditional educational leadership programs. The overall program is focused on preparing leaders ready to serve within the accountability era facing educational institutions today. The goal is to create effective leaders knowing not only what to do, but also knowing when, how, and why to do it. Students demonstrate their competency by writing reflective essays, creating models, conducting administrative tasks through simulation activities, and completing projects for each content area of the curriculum.

APPENDICES

Helpful advising documents are all located on the HESA Current Students website:

- My HESA Course Plan (used as a planning document)
- HESA Rotation of Courses
- HESA Five Year Plan
- HESA Course Descriptions
- HESA Possible Diversity Cognates
- Plan it Forward
-
- HESA Graduate Program of Study

- The **HESA Field Experience & Capstone Manual** is available as a separate document. This document includes an overview of HESA Capstone and Field Experience requirements, registration process, and completion. In addition, forms and evaluations are included.
 - Field & Capstone Experience Registration Form
 - Field Experience & Capstone Learning Goals and Objectives
 - List of Past Field Experience Sites

- **HESA Site Supervisors Manual** is available as a separate document.

- **HESA Program of Study** is available through your Faculty Advisor.

Professional organizations documents Available on the web:

- [Statement of Ethical Principles and Standards ACPA \(2006\)](#)
- [CAS Statement of Shared Ethical Principles](#)
- [CAS Characteristics of Individual Excellence](#)
- [Professional Competency Areas for Student Affairs Practitioners](#) (new 2015)
- [Professional Competency Area Rubrics](#)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<https://wmich.edu/education>

The mission of the College of Education and Human Development is to promote scholarly activity and research that informs and supports instruction and fieldwork; to provide the necessary resources; and to facilitate a supportive environment wherein students become effective learners, educators, practitioners, scholars, researchers and related specialists. Our graduates are professionals who are sensitive to and

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experienced in working with people of all ages and with diverse backgrounds in schools, organizations, communities and families. Crucial to our mission is the conducting of research and evaluation, which guides the development of effective instruction, provides service to communities and explores issues meaningful to the teaching and learning process. The College of Education and Human Development is committed to engaging in outreach programs, field experiences and activities that foster professional partnerships to provide services that challenge and enrich the lives of individuals of all ages in a changing, diverse and complex global society.

THE GRADUATE COLLEGE

The functions of The Graduate College include engaging in graduate recruitment and retention; administering appointments of graduate students to assistantship and associateship positions; administering financial awards to graduate students such as the Dissertation Completion Fellowship program and the Graduate Student Research and Travel Fund; conducting format review of master's theses, specialist projects, and doctoral dissertations; approving the scheduling of doctoral dissertation defenses; monitoring the administration of University policies which pertain to graduate students; and approving applications for nomination of faculty to the graduate faculty.

WESTERN MICHIGAN UNIVERSITY

(<http://wmich.edu/about>)

Kalamazoo is one of the [25 best cities](#) in the country for young college graduates, according to a 2011 national study that looked at relative affordability, housing and employment opportunities, and size of the age 22-24 population. That was one more acknowledgement of one of WMU's greatest assets—Kalamazoo and West Michigan.

WMU Mission

Western Michigan University is a learner-centered, research university, building intellectual inquiry and discovery into undergraduate, graduate, and professional programs in a way that fosters knowledge and innovation, and transforms wisdom into action. As a public university, WMU provides leadership in teaching, research, learning, and service, and is committed to enhancing the future of our global citizenry.

WMU Vision

Nationally and internationally recognized, the University aspires to distinguish itself as learner centered, discovery driven, and globally engaged.

Learner centered.

Western Michigan University is a university where every member of our community is

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responsive to and responsible for the education of our students. We challenge and engage all members of our community with a university experience that creates skilled, life-long learners.

Discovery driven.

Western Michigan University offers experiences that enable discovery, and promote creativity and research. We are committed to pursuing inquiry, disseminating knowledge, and fostering critical thinking that encourages life-long learning. Our scholarship creates new knowledge, forms a basis for innovative solutions, leads to economic development, and makes substantial contributions to society.

Globally engaged.

Western Michigan University impacts the globe positively. We are a community of learners committed to human dignity, sustainability, social responsibility, and justice. Our campus embraces a diverse population of students, faculty and staff who develop learners and leaders who are locally oriented and globally competent, culturally aware and ready to contribute to world knowledge and discovery.

The synergy of these three pillars enables WMU to be a premier and distinctive university of choice. Western Michigan University offers all students a learning community designed for and dedicated to their success. We are committed to access and affordability, and sustaining an environment in which every student can meet the world head-on and triumph.

WESTERN MICHIGAN UNIVERSITY STUDENT RESOURCES

Western Michigan University provides an array of student services that will support graduate students holistic development. We encourage students to utilize as many of these programs and services as possible. Complete and current information about University and Student Services may be obtained by visiting the University's website (<http://www.wmich.edu/>). Some of the services offered are below. The full list of services to students is available online: <http://wmich.edu/students>

- Career and Student Employment Services (CASES)
- Children's Place Learning Center
- Counseling Services
- Disability Services for Students
- Housing & Residential Life
- International Programs and Services
- Multicultural Affairs, The Division
- Office of Diversity and Inclusion
- LGBTRC
- Office of Information Technology
- Police
- Student Recreation Center
- University Health Center

University Libraries

Waldo Library is the main library at Western Michigan University. Thus Waldo Library has resources and services supporting the University's undergraduate and graduate programs in the arts, fine arts, business, health and human services, social sciences, science, and engineering.

Education Library

The Education Library, in Sangren Hall, has over 733,400 items and receives more than 600 periodical titles. The Music and Dance Library, in the Dalton Center, houses over 50,200 books, musical scores, and periodicals, as well as over 20,000 audio and video recordings.

Visit the Libraries' web page (<http://www.wmich.edu/library>) for more information about services and a listing of available databases and electronic resources.

Funding Resources: Graduate Research, Travel, and Scholarships

- Graduate Student Scholarships – There are a number of scholarships available from the College of Education and Human Development. Please see the College website for more information.
- Graduate Student Research Funds - <http://www.wmich.edu/grad/forms.html>
- Graduate Student Travel Funds - <http://www.wmich.edu/grad/forms.html>

- The ELRT Department has some funds set aside for students conducting research and who are presenting at conferences. Please see the [ELRT Department Website](#) for more information.

Important Websites @ WMU

There are numerous academic, personal, and social support resources available through WMU and the larger student affairs profession.

- Graduate College: <http://www.wmich.edu/grad/>
- WMU Directory: <https://www.wmich.edu/peoplesearch/>
- WMU AtoZ Directory <https://wmich.edu/directories/>
- Go WMU: <https://gowmu.wmich.edu/cp/home/displaylogin>
- WMU Course Offerings: <https://www.wmich.edu/classlookup/>
- ELRT: <http://www.wmich.edu/leadership/edleadership/index.htm>
- HESA public site: <http://www.wmich.edu/leadership/edleadership/hesa/index.html>
- WMU Graduate College: <https://wmich.edu/grad/>
 - Plan it 4-Ward for grad students <https://wmich.edu/grad/plan-it>
- WMU Directory of Student Services: <https://wmich.edu/directories/studentservices/>
- Bronco Jobs: <http://wmich.experience.com/experience/login>
- Elearning information: <http://www.wmich.edu/elearning/index.html>
- Career and Employment Services <http://www.wmich.edu/career>
- Library <http://www.wmich.edu/library>
- Sindecuse Health Center: <http://www.wmich.edu/shc/>
- Writing Center <http://www.wmich.edu/casp/writingcenter/>
- Recreation Center <http://www.wmich.edu/rec/>
- CELSIS <http://international.wmich.edu>
- Parking: <http://parking.wmich.edu/>
- Discover Kalamazoo <http://www.discoverkalamazoo.com/>

WMU AND GRADUATE COLLEGE POLICIES

Below are some of the policies most relevant to the overall climate of WMU and the HESA program. Students encouraged to view all of the policies in the WMU Graduate Catalog. <https://wmich.edu/grad/graduate-policies>. Specifically grading policies, etc. are kept up-to-date at the WMU Graduate College website/catalog.

Academic Honesty. Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a If you see errors, problems, typos or other issues please do not hesitate to contact us at elrt-info@wmich.edu.

hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Accommodations. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387-2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

Non-Discrimination Policy. Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

*WMU Human Rights Statement. It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

Sexual Harassment and Criminal Sexual Conduct/Sexual Violence

Sexual harassment is a form of prohibited discrimination. Sexual harassment is illegal under state and federal law, and also violates University policy. Western Michigan University strives to cultivate a healthy and diverse community that recognizes the value of each individual and helps foster safety, civility and respect for all people. Members of the University community, including students, faculty, staff, administrators, Board members, consultants, vendors, others engaged to do business with the University, guests and visitors have the right to be free from sexual and gender-based discrimination, harassment and violence and all other forms of prohibited conduct described in the policy, including stalking and intimate partner violence.

Read more about the policy here: <https://wmich.edu/sexualmisconduct/about>

Student Code of Honor:

<http://catalog.wmich.edu/content.php?catoid=27&navoid=1124#code-of-honor>

Western Michigan University's Student Code**[See the full Student Code at WMU's website:](#)**

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. The university provides leadership in teaching, research, learning, and public service. Nationally recognized and internationally engaged, the University:

forges a responsive and ethical academic community develops foundations for achievement in pluralistic societies incorporates participation from diverse individuals in decision-making contributes to technological and economic development engenders an awareness and appreciation of the arts

The *Student Code* and the Office of Student Conduct are tangible examples that illustrate commitment to these ideals. The *Student Code* describes the boundaries of acceptable student behavior and is approved by the Board of Trustees. The Office of Student Conduct interprets and enforces the *Student Code*.

A student who chooses to enroll at Western Michigan University assumes the obligation for conduct that is compatible with the University's mission as an educational institution. While students have the privilege to enroll at the institution of their choice, choosing to enroll at Western Michigan University requires a student to become aware of, and to abide by the behavior standards of the University. Ignorance of acceptable boundaries of student behavior as contained in the *Student Code* is not a basis for excusing inappropriate behavior.

CAS PROFESSIONAL STANDARDS FOR HIGHER EDUCATION (2012)

The HESA program follows the *Council for the Advanced of Standards for Masters Level Student Affairs Professional Preparation Programs* (2012, pp. 349-360). Below are excerpts from the CAS Standards that help to guide our curriculum planning.

All programs of study must include (a) foundational studies, (b) professional studies, and c) supervised practice. Foundational studies must include the study of the historical and philosophical foundations of higher education and student affairs. Professional studies must include (a) student development theory, (b) student characteristics and the effects of college on students, (c) individual and group interventions, (d) organization and administration of student affairs, and (e) assessment, evaluation, and research. Supervised practice must include practicums and/or internships consisting of supervised work involving at least two distinct **experiences**.

CAS Foundational Studies: historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice

- Graduates must be able to reference historical and current documents that state the philosophical foundations of the profession and to communicate their relevance to current student affairs practice.
- Graduates must also be able to articulate the inherent values of the profession that are stipulated in these documents in a manner that indicates how these values guide practice.

CAS Professional Studies: This component of the curriculum must include studies of basic knowledge for practice and all programs must encompass at least five related areas of study including (a) student development theory; (b) student characteristics and effects of college on students; (c) individual and group interventions; (d) organization and administration of student affairs; and (e) assessment, evaluation, and research.

Part 5b.1: Student Development Theory. This component of the curriculum must include studies of student development theories and research relevant to student learning and personal development. There must be extensive examination of theoretical perspectives that describe students' growth in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development; racial, cultural, ethnic, gender, and sexual identity; the intersection of multiple identities; and learning styles throughout the late adolescent and adult lifespan. Study of collegiate environments and how person-environment interactions affect student development is also required.

- Graduates must be able to demonstrate the ability to use appropriate development theory to understand, support, and advocate for student learning and development by assessing learning and developmental needs and creating learning and developmental opportunities.

Subpart 5b.2: Student Characteristics and Effects of College on Students. This component of the curriculum must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development.

- Graduates must be able to demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students.

Subpart 5b.3: Individual and Group Interventions. This component of the curriculum must include studies of techniques and methods of interviewing; helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations.

- Graduates must be able to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups. Graduates must be able to identify and appropriately refer persons who need additional resources.

Subpart 5b.4: Organization and Administration of Student Affairs. This component of the curriculum must include studies of organizational, management, and leadership theory and practice; student affairs functions; legal issues in higher education; and professional issues, ethics, and standards of practice.

- Graduates must be able to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.

Subpart 5b.5: Assessment, Evaluation, and Research. This component of the curriculum must include the study of assessment, evaluation, and research. Studies must include both qualitative and quantitative research methodologies, measuring learning processes and outcomes, assessing environments and organizations, measuring program and environment effectiveness, and critiques of published studies.

- Graduates must be able to critique a sound study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, grounded in the appropriate literature.
- Graduates must be aware of research ethics and legal implications of research, including the necessity of adhering to a human subjects review.

Supervised Practice must include: A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

- practicums and/or internships consisting of supervised work involving at least two distinct experience and at least 300 hours of supervised practice
- experience includes in program design, implementation, and evaluation, staff training, advising, and supervision.

Supervisors of practicums and internships are fully qualified. Supervisors of practicums and internships are approved in advance by program faculty members and are informed of program expectations.

- ❑ Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA—College Student Educators International, NASPA—Student Affairs Administrators in Higher Education, and other recognized professional associations.
- ❑ Site supervisors must be approved in advance by program faculty. Program faculty must offer clear expectations of learning goals and supervision practices to site supervisors.
- ❑ Because individual supervision of students in practicums and internships is labor intensive for faculty with this instructional responsibility, supervision must be limited to a small group to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both.

Preparation of students for practicums and internships is required. Practicums and internship experiences must be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. This must include basic knowledge and skills in interpersonal communication, consultation, and referral skills. Students must comply with all ethical principles and standards of appropriate professional associations.

ACPA/NASPA PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PROFESSIONALS (2016)

At the HESA Masters level we believe that through coursework, professional development, and field experiences students should be expected to develop the **BASIC** level of competencies upon graduation. Students complete several competency based assessments in EDLD 6791, 6510, and 6792; additionally each HESA Core Course is directly linked to the [ACPA/NASPA Professional Competency Areas for Student Affairs Areas](#). Furthermore students will evaluate their progress towards this basic level during their coursework and through the Performance Driven Leadership (PDL) portfolio completion.

The Professional Competency areas for student affairs practitioners that were developed by committee members from the professional organizations of ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education). These competencies are designed to define the broad professional knowledge, skills, and attitudes for professionals working in the field. A copy of the original document may be found on the NASPA or ACPA websites.

The Professional Competency areas are:

- Personal and Ethical Foundations (PPF)
- Values, Philosophy, and History (VPH)
- Assessment, Evaluation, and Research (AER)
- Law, Policy, and Governance (LPG)
- Organizational and Human Resource (OHR)
- Leadership (LEAD)
- Social Justice and Inclusion (SJI)
- Student Learning and Development (SLD)
- Technology (TECH)
- Advising and Supporting (A/S)