

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

The Higher Education and Student Affairs (HESA) Leadership concentration in the Master of Arts in Educational Leadership focuses on developing reflective practitioners, who are committed to the centrality of diversity and inclusion for entry-and mid-level positions in higher education. Positions may include: admissions, advising, residence life, student activities, career services, enrollment management, and offices designed to support and retain historically underserved student populations, and others. HESA emphasizes a practitioner-scholar model to combine a student development and leadership theory core with two required individualized field experiences. Distinctive to HESA is the required and individually designed Diversity Cognate. The HESA curriculum meets [CAS Standards for Masters-Level Student Affairs Preparation Programs](#) and includes two distinct site-based Field Experiences. Students develop [ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners](#) through 39 credit hours of coursework, Field Experiences, and the Performance Driven Leadership Portfolio. The HESA program promotes professional development, engagement in scholarly practice, and leadership in the profession through professional association involvement.

I. Leadership Core (7 credits)

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

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 Higher Ed. & Student Affairs 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 and advisor for additional info.] A variety of courses across the university and beyond may fit. Examples are: study abroad opportunities such as *Higher Education (H.E.) in Singapore & Malaysia* and *Exploring H.E. in Canada*, other courses such as *Global Perspectives in H.E.*, *LGBT Students in H.E.*, *Students with Disabilities*, *White Privilege & White Identity*, *Social Justice Mission of Community Colleges*, *Women in Leadership*, *First-Generation College Students*; *Hot Topics/Diverse Issues in HE Leadership 1-credit seminars*, 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

All coursework is approved by faculty advisor

Length of program. Students work with faculty advisor to set up a 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. Generally, students will need to complete two courses in the summer (6 credit hours) if they wish to complete the program in two years. 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.

Diversity Cognate (DC) (*6 credit hours selected by the student with approval of advisor*).

HESA is committed to preparing reflective practitioners who are committed to increasing access to higher education for historically marginalized and/or underserved student populations. One way this is actualized is through a required and individually designed diversity cognate (DC).

* **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; CCEP 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.*

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.

Courses:

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

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

EDLD 6530: The College Student. This course examines the theoretical and research literature on contemporary college students from a variety of perspectives: demographic changes, patterns of growth and change during the college years, and the educational needs of diverse student groups. The impact of campus environments and various institutional contexts on students is explored, particularly focusing on the design of administrative and educational policy and practice. (*Pre/co-requisite EDLD 6510*)

EDLD 6545: Higher Education Environments and Administration. This course examines leadership, management, and administrative practices in a variety of higher education environments. Topics may include: environment theory, campus ecology, campus culture, institutional types, organizational culture, ethical issues in administrative practices including supervision, human resource management, budget and finance, facilities management, accessibility in higher education, issues of sustainability and technology. (*Pre-requisites EDLD 6510, EDLD 6530, EDLD 6550, EDLD 6570 or advisor approval*)

All coursework is approved by faculty advisor

EDLD 6548: Assessment and Accountability in Higher Education and Student Affairs. This course provides an overview of accountability and professional standards in higher education and student affairs administration and an introduction to assessment best practices in higher education and student affairs. Utilizing student development models of assessment, students will explore a variety of topics, techniques, and methods and apply their learning in real-world assessment case/s. Topics addressed may include: accountability, accreditation, professional standards, outcomes-based assessment, program evaluation, higher education databases, student learning outcomes, college impacts, benchmarking, needs assessment, and satisfaction surveys. *(Pre-requisites EDLD 6510, EDLD 6530, EDLD 6550, EDLD 6570 or advisor approval)*

EDLD 6550: Intervention Skills for Higher Education Professionals. This theory-to-practice course teaches basic interpersonal skills necessary for successful higher education professionals, as well as individual, group, and organizational interventions; crisis management skills, referral skills; and approaches to handling difficult students, parents, colleagues, and others in the higher education environment. *(pre-requisite EDLD 6510; recommended EDLD 6530 or advisor approval)*

EDLD 6570: Equity and Diversity in Higher Education. This course is designed for students to develop an understanding of the individual and organizational issues of diversity and multiculturalism in U.S. higher education. A broad definition of diversity will be utilized in an effort to capture the range of populations served by higher education in this country. Through the integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, this course will attempt to develop a complex, comprehensive understanding of equity and diversity. *(Pre-requisite EDLD 6510, recommended EDLD 6530 or advisor approval)*

EDLD 6580: Field Experience in Higher Education. (HESA Section, online seminar + 300 field hours) This course emphasizes practical experience in the student's area of specialized interest within higher education and student affairs. Student affairs administrative experiences are provided in selected supervised settings so that students can apply knowledge and skills acquired during previous studies. Graded on a credit/no credit basis. *(pre-requisites EDLD 6510, EDLD 6530; EDLD 6550, highly recommended 6570; must have advisor approval of Field Experience site)*

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

EDLD 6590: Higher Education Law & Ethics. This course studies the number of legal areas that intersect on college campuses has made knowledge of legal issues related to liability, contracts, hiring and firing, free speech, disabilities, discrimination, and many other topics necessary for effective college administrators. Legal issues, legal enactments and precedents, constitutional provisions, court decisions and case law that impact higher education will be the focus of this course. Current legal issues affecting higher education will be monitored and discussed throughout this course. (Should be taken near the end of the program. *(pre-requisites EDLD 6510, EDLD 6530; EDLD 6550, 6570 or advisor approval)*

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

EDLD 6792: Capstone Experience. Course provides students a final opportunity to reflect upon merging educational leadership theory with best practices. This will be accomplished through the completion of field-based assignments, completion of a Performance-Driven Leadership (PDL) Electronic Portfolio and interaction with leaders in educational institutions. This final course in the PDL Master of Arts program has as a major theme the development of transformational leaders who understand and have the will to create effective relationships within their institutions. (*Register for the HESA 2-credit section only in Spring. Should be completed at the end of program in final semester. Pre-requisites: students must have completed nearly all of their courses prior to registering for EDLD 6792 including EDLD 6580. Advisor approval of Capstone site.*)

EDLD 6890: Special Topics or Hot Topics in Higher Education. Vary each semester and can range in credit hours.

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