

HIGHER EDUCATION LEADERSHIP AND ADMINISTRATION (MSED)

Program Director: Dr. Mark Harrington

Faculty: Professor Ryan Creps, Dr. Sandy Estanek (Emerita), Dr. Kristin Finn, Dr. Margaret McCarthy, Dr. Patrick McDonald, Professor Shana Richardson

Degree: Master of Science in Education

Introduction

The Higher Education Leadership and Administration (HELA) master's program (formerly known as Higher Education and Student Affairs Administration) at Canisius University is a full-time cohort-based course of study that prepares graduates for careers in higher education at both private and public institutions. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies.

The course of study consists of 36 credit hours taken over two academic years. The HELA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

HELA students tuition and fees includes tuition, books, membership in a professional association, and the cost of attendance at the regional College Student Personnel Administration New York State (CSPA-NYS) conference or national professional conference (College Student Educators International [ACPA] or Student Affairs Administrators in Higher Education [NASPA]) during the second year of the program. These experiences will enhance the student's understanding of the importance of life-long professional development and the value of professional relationships. HELA students progress through the academic program together, taking all of their coursework as a cohesive group, thus developing strong team building skills and effective work groups.

Admission

Application for admission to the program is open to any qualified holder of a bachelor's degree from an accredited college or university, regardless of undergraduate field of study, who meets the requirements for admission to graduate study in the School of Education and Human Resources. To be eligible to participate in interviews for graduate assistantships the following academic year, students should complete the admission process by November 15 (international applicants) and January 15 (domestic applicants). However, admission is on a rolling basis until the cohort is filled.

Grade Requirements

Graduate students enrolled in initial certification programs must achieve a C or above in all course requirements and a B- or above in all graduate program coursework. Failure to meet these requirements will require repeating the course &/or completing additional coursework.

Mission Statement

The master's program in Higher Education Leadership and Administration (HELA) at Canisius University prepares student affairs practitioners to work

in all sectors of higher education administration while emphasizing the unique context of private, independent colleges and universities. The HELA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

Graduates of the Higher Education Leadership and Administration master's degree program will:

1. be prepared to enter the student affairs profession as practitioners in multiple administrative sub-fields (residence life, student activities, career services, etc.).
2. be able to use the foundations of theory and practical experience to make sound and ethical professional decisions.
3. be prepared to participate as professionals in the education of the whole student, consistent with the Jesuit value of *cura personalis* ("care for the person"), regardless of the institutional context of their work.
4. understand the value of contributing to their profession through participation in professional associations, and through activities such as presentations and publications and serving in leadership positions.

Program Details

The HELA master's program at Canisius University is a full-time cohort-based course of study that prepares graduates for careers in student affairs administration at both private and public institutions of higher education. The course of study consists of 36 credit hours taken over two academic years. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies. The HELA program is compliant with the standards of the Council for the Advancement of Standards in Higher Education.

CAS standards require all master's students to complete two different internships. The HELA program requires each internship to be at least 225 clock hours. Graduate assistantships do not count as internships. Typically, HELA students complete the hours for their first internship during the summer between their first and second year of study, although they complete the reflection paper and receive course credit in the fall semester of their second year. This allows students to accept internships at institutions across the United States and around the world. The second internship is typically done during the students' second year of coursework at Canisius and other institutions around the Western New York region.

HELA students have a choice of two possible ways to demonstrate their ability to analyze and synthesize their master's coursework during their second year of study. Students may choose to do an independent research project (i.e., master's thesis). For students who do not choose this option, there is the option to take a comprehensive seminar which includes a comprehensive written and oral exam as well as a comprehensive project.

One feature of the HELA program is unique to Canisius University. Embedded in the graduate tuition full time students pay is the cost of attending one of the two student affairs conferences as a cohort each year of the students' program. This includes the cost of association membership, conference registration, hotel, and travel. Meals are not included. First year students attend conference sessions and volunteer at conference events and activities. They write reflective papers on their experience, connecting it to their coursework. This paper is an element of the assessment process. Second year students participate in job placement activities as well as attend conference sessions and activities.

Curriculum

Code	Title	Credits
HESA 501	Organization and Administration of Higher Education	3
HESA 510	History and Foundations of Higher Education and Student Affairs	3
HESA 520	Student Development in Higher Education	3
HESA 530	Methods of Research	3
HESA 535	Assessment and Advanced Research	3
HESA 540	Diversity, Inclusion, and Policy in Higher Education	3
HESA 620	Counseling and Helping Strategies for Student Success	3
HESA 665	Law and Policy of Higher Education Administration	3
HESA 677	Leadership and Management in Higher Education	3
HESA 680	Internship I	3
HESA 681	Internship II	3
HESA 699	Independent Research	3
Total Credits		36

Learning Goals and Objectives

HELA Learning Goal #1 (KNOWLEDGE)

Provide students in the HELA program with knowledge of higher education consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HELA program will:

- Understand the operations and governance of both public and private colleges and universities.
 - ACPA/NASPA Competency #3
- Understand current issues and challenges in higher education.
 - ACPA/NASPA Competency #3
- Demonstrate the ability to connect the history of higher education in the United States to contemporary issues and challenges.
 - ACPA/NASPA Competency #10
- Understand and be able to apply laws that affect all sectors of higher education.
 - ACPA/NASPA Competencies #3 and #5

HELA Learning Goal #2 (KNOWLEDGE)

Provide students in the HELA program with knowledge of student identity, development, and diversity consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HELA program will:

- Know and demonstrate the ability to apply relevant research on student identity and development.
 - ACPA/NASPA Competency #8
- Know and demonstrate the ability to apply relevant research on diverse student populations.
 - ACPA/NASPA Competencies #7 and #8

HELA Learning Goal #3 (SKILLS)

Develop practical skills necessary for successful entry-level professionals in higher education and student affairs.

Graduates of the HELA program will:

- Know and demonstrate the ability to apply basic research methods in professional practice.
 - ACPA/NASPA Competency #2

- Know and demonstrate the ability to apply relevant counseling theories and techniques in working with diverse individuals and groups.
 - ACPA/NASPA Competency #1
- Demonstrate written and oral communication skills necessary to be an effective professional.
 - ACPA/NASPA Competency #4
- Demonstrate ethical use of up-to-date technological resources.
 - ACPA/NASPA Competencies #4 and #9

HELA Learning Goal #4 (DISPOSITIONS)

Graduate ethical professionals formed in the context of Jesuit values.

Graduates of the HELA program will:

- Understand the values of Jesuit higher education and their relevance to professional practice in all context.
 - ACPA/NASPA Competencies #7 and #10
- Demonstrate the ability to apply professional ethical standards.
 - ACPA/NASPA Competency #6
- Demonstrate good collegiality and the capacity for leadership.
 - ACPA/NASPA Competencies #4 and #5
- Demonstrate the capacity for self-awareness and reflection.
 - ACPA/NASPA Competency #6

Courses

Courses taken in the first year are numbered in the 500s and courses taken in the second year are numbered in the 600s.

HESA 501 Organization and Administration of Higher Education 3 Credits

An introduction to the organization and administration of higher education leadership as a profession, specific job responsibilities and competencies, types of institutions of higher education, current issues, and professional ethics. Also includes a focus on organizational theory and the mission of the institution.

Offered: every fall

HESA 510 History and Foundations of Higher Education and Student Affairs 3 Credits

Students will examine the development and governance of colleges and universities in the United States, including the role of faculty, the rise of student affairs, the role of state and federal government, and the changing understanding of diversity. Emphasis is placed on locating current issues within their historical context.

Offered: every spring.

HESA 520 Student Development in Higher Education 3 Credits

Provides an introduction to student development theory and a profile of contemporary college students. Theories of identity development, involvement, and learning will be considered. In addition, the relationship of theory to practice in student affairs will be explored, along with issues related to diversity.

Offered: every fall.

HESA 530 Methods of Research 3 Credits

The nature of social science inquiry with specific implications for higher education. Introduction to research design and ethics. Introduction to both quantitative and qualitative methods of research.

Offered: every fall.

<p>HESA 535 Assessment and Advanced Research 3 Credits</p> <p>Applies methods of research learned in HESA 530 to practical issues of assessment. Students will learn to write literature reviews, conduct applied research, and present findings.</p> <p>Prerequisite: HESA 530</p> <p>Offered: every spring.</p>	<p>HESA 681 Internship II 3 Credits</p> <p>The second of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.</p> <p>Prerequisite: HESA 680 Restriction: permission of the HESAA program director.</p> <p>Offered: every spring.</p>
<p>HESA 540 Diversity, Inclusion, and Policy in Higher Education 3 Credits</p> <p>This class is designed to increase students' understanding and appreciation of diverse populations, social justice issues, and inclusion within campus communities. Students will learn about historical law and policies that impacted diversity and equity in higher education.</p> <p>Offered: every spring.</p>	<p>HESA 690 Special Topics 3 Credits</p> <p>Seminar exploring contemporary issues and emerging trends relevant to higher education and student affairs that are not offered in other courses. Topics will be designated by instructor.</p> <p>Offered: occasionally.</p>
<p>HESA 599 Independent Study 3 Credits</p> <p>Independent studies require an application and approval by the associate dean.</p> <p>Restriction: permission of the instructor, department chair, and associate dean.</p>	<p>HESA 698 Comprehensive Seminar 3 Credits</p> <p>This is a comprehensive seminar for the Higher Education and Student Affairs Administration (HESAA) program includes three parts: 1) comprehensive written exam based upon content in core curriculum courses, 2) comprehensive oral exam of a case study analysis, and 3) comprehensive project to create a high-impact student success program.</p> <p>Prerequisite: successful completion of first year coursework.</p> <p>Offered: every spring.</p>
<p>HESA 601 HELA Capstone 0 Credits</p> <p>The HELA Capstone is a course students take during their final semester in the program. Included in the course is preparation to go from student to professional including a number of career development activities. The students must also complete an ePortfolio which is a digital collection created by the masters candidate of their experiential and course-related work demonstrating their knowledge, understandings, and competence of the field of higher education.</p> <p>Offered: every fall & spring.</p>	<p>HESA 699 Independent Research 3 Credits</p> <p>An original thesis research project or major assessment project that provides the opportunity to investigate a higher education topic of particular interest to the student. Under the direction of a thesis adviser, students will present and defend a research proposal, conduct a study using research methodology, locate that study in a literature review, and present their findings in a thesis format. Note: Students may also choose to fulfill the HESA 699 requirement through a comprehensive examination (written and oral) and by successfully completing a three-credit graduate elective course at Canisius University, chosen by the student and approved by the HESAA program director.</p> <p>Prerequisite: successful completion of first year coursework. Restriction: permission of the HESAA program director based on successful presentation of proposal.</p> <p>Offered: every spring.</p>
<p>HESA 620 Counseling and Helping Strategies for Student Success 3 Credits</p> <p>Provides a working knowledge of counseling theories and helping skills to address the needs of students within the context of higher education. Introduction to mental health and exposure to preventative and communication strategies to assist college-aged students.</p> <p>Offered: every fall.</p>	
<p>HESA 665 Law and Policy of Higher Education Administration 3 Credits</p> <p>An examination of the many ways federal, state, and local laws affect higher education administration. Issues include differences between public and private higher education, First Amendment issues, affirmative action, the requirements of federal laws such as FERPA, Clery, and Title IX, and other relevant case law. Includes an introduction to risk management.</p> <p>Offered: every fall.</p>	
<p>HESA 677 Leadership and Management in Higher Education 3 Credits</p> <p>This course is designed to provide a capstone experience with the opportunity to learn more extensively about leadership, supervision, financial management, strategic planning, and higher education administration. Includes practical skills related to career advancement and development.</p> <p>Offered: once a year.</p>	
<p>HESA 680 Internship I 3 Credits</p> <p>The first of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.</p> <p>Prerequisite: successful completion of first year coursework. Restriction: permission of the HESAA program director.</p> <p>Offered: every fall.</p>	