

HIGHER EDUCATION LEADERSHIP AND ADMINISTRATION (MSED)

Program Director: Dr. Mark Harrington

Instructors: Dr. Sandy Estanek (Emerita), Dr. Harold Fields, Dr. Kristin Finn, Dr. Mark Harrington, Dr. Margaret McCarthy (Emerita), Dr. Patrick McDonald, Ms. 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 on Jesuit pedagogy as well as higher education 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.

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).

Mission Statement

The master’s program in Higher Education Leadership and Administration (HELA) at Canisius University prepares higher education practitioners to work in all sectors of college and university 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 Higher Education Leadership and Administration (HELA) master’s program (formerly known as College Student Personnel Administration [1996-2016] and Higher Education and Student Affairs Administration [2016-2024]) 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 on Jesuit pedagogy as well as higher education 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.

In their final semester in the program, all HELA students complete an E-Portfolio to demonstrate their ability to analyze and synthesize their master’s coursework. Additionally, students have the option to do an independent research project (i.e., master’s thesis). For students who do not choose this option, they will work with the program director to choose an elective course to complete their degree requirements.

When comparing other higher education preparation programs, Canisius is unique as all full-time HELA students’ tuition and fees includes tuition, books, membership in a professional association, and the cost of attendance at either 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]). This unique factor eliminates barriers for students and will enhance the students’ understanding of the importance of lifelong 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.

Curriculum

| Code | Title | Credits |
|------------------|---|---------|
| Required Courses | | |
| HELA 510 | History and Foundations of Higher Education and Student Affairs | 3 |
| HELA 520 | Student Characteristics and Development in Higher Education | 3 |
| HELA 530 | Methods of Research | 3 |
| HELA 540 | Diversity, Inclusion, and Policy in Higher Education | 3 |
| HELA 550 | Organization and Administration of Higher Education | 3 |
| HELA 560 | Assessment and Advanced Research | 3 |

| | | |
|--|---|-----------|
| HELA 620 | Counseling and Helping Strategies for Student Success | 3 |
| HELA 650 | Leadership and Management in Higher Education | 3 |
| HELA 680 | Internship I | 3 |
| HELA 681 | Internship II | 3 |
| HELA 690 | HELA Capstone | 3 |
| Choose one of the following: | | 3 |
| HELA 670 & HELA 671 | Independent Research I and Independent Research II | |
| or one of the following elective courses | | |
| HELA 599 | Independent Study | |
| HELA 610 | Special Topics | |
| HELA 665 | Legal Issues of Higher Education Administration | |
| 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:

1. Understand the operations and governance of both public and private colleges and universities.
 - ACPA/NASPA Competency #3
2. Understand current issues and challenges in higher education.
 - ACPA/NASPA Competency #3
3. Demonstrate the ability to connect the history of higher education in the United States to contemporary issues and challenges.
 - ACPA/NASPA Competency #10
4. 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:

1. Know and demonstrate the ability to apply relevant research on student identity and development.
 - ACPA/NASPA Competency #8
2. 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:

1. Know and demonstrate the ability to apply basic research methods in professional practice.
 - ACPA/NASPA Competency #2
2. Know and demonstrate the ability to apply relevant counseling theories and techniques in working with diverse individuals and groups.
 - ACPA/NASPA Competency #1
3. Demonstrate written and oral communication skills necessary to be an effective professional.

- a. ACPA/NASPA Competency #4
4. Demonstrate ethical use of up-to-date technological resources.
 - a. 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:

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

HELA 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.

HELA 520 Student Characteristics and 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.

HELA 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.

HELA 540 Diversity, Inclusion, and Policy in Higher Education 3 Credits

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.

Offered: every spring.

HELA 550 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.

HELA 560 Assessment and Advanced Research 3 Credits

Applies methods of research learned in HELA 530 to practical issues of assessment. Students will learn to write literature reviews, conduct applied research, and present findings.

Prerequisite: HELA 530.

Offered: every spring.

HELA 599 Independent Study 3 Credits

Independent studies require an application and approval by the associate dean.

Restriction: permission of the instructor, department chair, and associate dean.

Offered: occasionally.

HELA 610 Special Topics 3 Credits

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.

Offered: occasionally.

HELA 620 Counseling and Helping Strategies for Student Success 3 Credits

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.

Offered: every fall.

HELA 650 Leadership and Management in Higher Education 3 Credits

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.

Offered: once a year.

HELA 665 Legal Issues of Higher Education Administration 3 Credits

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.

Offered: every fall.

HELA 670 Independent Research I 3 Credits

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 HELA 670 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 HELA program director.

Prerequisite: successful completion of first year coursework. **Restriction:** permission of the HELA program director based on successful presentation of proposal.

Offered: every spring.

HELA 671 Independent Research II 0 Credits

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 HELA 671 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 HELA program director.

Prerequisite: successful completion of first year coursework. **Restriction:** permission of the HELA program director based on successful presentation of proposal.

Offered: every spring.

HELA 680 Internship I 3 Credits

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.

Prerequisite: successful completion of first year coursework. **Restriction:** permission of the HELA program director.

Offered: every fall.

HELA 681 Internship II 3 Credits

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.

Prerequisite: HELA 680. **Restriction:** permission of the HELA program director

Offered: every spring.

HELA 690 HELA Capstone 3 Credits

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.

Offered: every fall & spring.