Higher Education Student Affairs (HESA) Graduate Student Handbook

Western Carolina University

College of Education and Allied Professions

Department of Human Services

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HESA Curricular Information

Pedagogical Approach to the HESA Learning Community

As a learning community, knowledge acquisition and the co-creation of meaning heavily relies on each person's engagement in the course work and discussion. Faculty members take on the role of a facilitator, a "guide on the side" (as opposed to a "sage on a stage"), who encourage students to pull from their own and others' lived experience to interpret course materials and co-create meaning.

In the classroom, we often utilize Intergroup Dialogue (IGD) as a model for social justice. Intergroup dialogue blends theory and experiential learning to facilitate students' learning about social group identity, social inequality, and intergroup relations (Intergroup Relations, n.d.). Key to the success of facilitated dialogues is to create intentional spaces that allow for all participants' voices to be heard. Intergroup dialogues are one way to provide a safe, confidential, facilitated opportunity for meaningful cross-group peer interaction (DeBowes, 2006). Participants are able to build trust, empathy and ally-ship, and move in a direction of personal growth. This requires commitment and maturity from each community member. In order to work toward these attributes, we use the HESA Dispositions document as a touch point for regular self-reflection and faculty assessment.

Furthermore, using the principles of restorative justice, facilitators and group members are able to craft community-building groups that ensure trust, active listening, respectful dialogue, and if necessary, allow for individual and communal healing. Restorative dialogues help to improve the overall campus climate and promote campus change, and graduate student can become key drivers for this process.

In addition to these teaching models and individual dispositions that guide our classrooms and community spaces, the HESA Program's curricular and co-curricular experiences are rooted in the ACPA/NASPA Professional Competencies. Embedded throughout the course curriculum, graduate assistantships, and internships, students are guided through opportunities to develop the competencies needed for their career.

Each faculty member implements these principles using a variety of techniques, experiences, and their own personality. Learn more about the HESA Faculty here.

Links: HESA Course Sequence; HESA Curriculum Map

References

DeBowes, M. M. (2006). Intergroup dialogues: A promising practice for cross-cultural engagement. *The Vermont Connection*, *27*(1), 1.

Intergroup Relations. (n.d.). *Intergroup relations: A partnership between LSA and student life*. https://igr.umich.edu/

<h1 style="text-align:center">Commitment to Justice, Equity, Diversity, and Inclusion (JEDI)</h1>

The Higher Education Student Affairs program is committed to working for racial justice and decolonization. We recognize that this work must include components of education, reflection, action, and so much more. We further recognize that there are centuries of systemic and systematic racism built into the very foundations of our country and, specifically, our institutions of higher education. These institutions have benefited from slavery and engaged in the creation of and perpetuation of eugenics and fallacy ridden ideas of race science. Knowing this, we acknowledge that even educational programs like ours in which we attempt to center diversity, equity, and inclusion work still have foundational and systemic racial practices that we must consciously work to combat. This includes but is not limited to a commitment of the faculty to continue to understand our own privilege and the ways we benefit from and perpetuate racialized spaces; listening to the voices of those whose lived experiences shed light onto the problems and the promising practices for justice-oriented change; exploring our curriculum and coursework for opportunities to remove unconscious bias while finding chances to move toward antiracist pedagogy.

Diversity and Inclusion Resources (edited regularly):
https://www.wcu.edu/WebFiles/PDFs/CEAP-HS-HESA_ResourcesonRacialJusticeAntiracism.pdf

HESA Community Conversations:
We started a new initiative in Summer 2020 called "Community Conversations" for current HESA students to have open dialogue around social and racial (in)justice. These conversations are a time to come together as a community to process, talk, listen, learn, and find support and resources. We have committed to integrating these conversations as a regular HESA initiative at least one time per semester. Additionally, we organize these opportunities to be in community when institutional, community, national, or world situations warrant a need for such a space.

Identity-Based Mentoring Program:
Launching in Fall 2021, we are facilitating an optional identity-based mentoring program for HESA grad students. We hope to foster an even more supportive community with intentionality between current HESA grad students and individuals who support our students (alumni and campus partners) around a shared identity. More details on this are forthcoming.

AI Policy & Links to WCU Graduate Student Policies

Statement about the Use of Artificial Intelligence (AI) in the Classroom:
We recognize that there are a variety of AI programs (like ChatGPT) available to assist students in the learning process. Importantly, AI programs are not a replacement for human creativity and originality. Critical thinking, reading, and writing are skills that you must develop over time with practice. There may be limited circumstances in this class when we use AI programs as a tool to help facilitate the learning process, but to be clear, **AI is not a replacement for your learning.** Therefore, using these tools without permission on assignments, activities, or reflection papers puts your academic integrity at risk and could be considered plagiarism.

Links to Policies:

Academic Integrity Policy:
http://catalog.wcu.edu/content.php?catoid=48&navoid=1795#AcIntegrity

WCU Student Code of Conduct:
https://www.wcu.edu/WebFiles/PDFs/CodeOfStudentConduct.pdf

Academic Regulations and Policies:
http://catalog.wcu.edu/content.php?catoid=49&navoid=1846

FERPA Student Rights:
http://catalog.wcu.edu/content.php?catoid=48&navoid=1795#FERPA

Faculty Expectations of Student Progress

The HESA faculty review each student at the end of each semester in a process called "End of Semester Review." Areas considered for review are Academic Performance and Professional Dispositions. After semester review, except for the final/graduation semester, each student receives a formal notification via email outlining faculty perceptions of student progress and behavior.

Occasionally, when there are significant concerns, faculty will require a meeting with the student and all available faculty. At this meeting, designed to be supportive in the student's professional development, faculty will share concerns and students will have the opportunity to respond.

Typically, students having Semester Review meetings improve their behavior immediately and no further action is taken, other than the continued faculty monitoring applicable to all students. However, if faculty continue to have concerns at the following Semester Review, the student will be called to meeting again and placed on a formal action plan to remediate behaviors. The HESA faculty is committed to supporting students as they progress through the program.

HESA Co-Curricular Information

Graduate Assistantships

About HESA GAships: https://www.wcu.edu/WebFiles/PDFs/CEAP-HS-HESA_2018GAInfo.pdf

List of Placement Options: https://www.wcu.edu/_files/learn/CEAP-HS-HESA_StudentPlacementOptions.pdf

Onboarding tasks communicated to GA Supervisors:
- Please be aware of the type of tasks you are asking of your GA.
- Please assign your GA "graduate level" projects, as this GA assignment is supposed to render professional work experience.
- Align/Update Job Description to incorporate student goals, deadlines/timelines, learning outcomes, projects based on their strengths, etc.
- Departmental Expectations. Please review with the GA your expectations for dress code, office etiquette, departmental-specific protocol, etc at the beginning of their placement.
- Training. Often times, a student waits weeks/months before they can "start" their job. Please help alleviate this issue by training them upon arrival.

GA Hours/Pay:
- HESA-funded GAships work approximately 20 hours/week …300 hours total each semester.
  - Of the 16-week semester, the student is expected to work 15 weeks. (3 days are off for Thanksgiving, 1 day is off for Advising Day, and 1 day is off for Labor Day).
  - If a student works over a break/weekend, please monitor/comp their hours accordingly.
  - The GA is being paid for approximately 300 hours per semester (20 hrs/week for 15 weeks… approximately $14.20/hr).
  - When a GA is sick, engaging in professional development activities, etc, we generally do not expect them to "make up" hours. However, we expect supervisors to monitor this on your own with the GA.
- Departmentally-funded GAs - dates/hours/pay vary. GA and department should clearly communicate and agree upon work parameters.

Internships

List of Placement Options: https://www.wcu.edu/_files/learn/CEAP-HS-HESA_StudentPlacementOptions.pdf

Full-time students are required to complete two distinct 150-hour internships. Course Information. Part-time students can complete one or two internships. See HESA Program Director for details.

Site Supervisor Internship Manual

Professional Development Opportunities

Professional development can take many forms from independent reading to attending international conferences and many things in between. Below are some opportunities we want to particularly highlight. Know that there are many others specific to different functional areas within our field. Program faculty are happy to work with you to find such opportunities.

Fall Term:
- NCCPA Conference (October/November). This is a statewide conference related to student affairs.: http://nc.myacpa.org/
- SACSA Conference (November). This is a regional conference related to student affairs.: https://www.sacsa.org/
- WCU 3 Minute Thesis (3MT): Organized by the Graduate School, 3 Minute Thesis is a research presentation event where students have 3 minutes to present their research for the chance to win the competition and awarded prizes.
  Generally in November; Sign up in September-October
  https://www.wcu.edu/apply/graduate-school/students/3-minute-thesis.aspx

Spring Term:
- ACPA Conference (March). This is an international student affairs organization.: https://www.myacpa.org/
- NASPA Conference & TPE (March). This is an international student affairs organization.: https://www.naspa.org/home
- WCU Graduate Research Symposium: highlights the research of WCU graduate students. Poster, paper, and presentation submissions accepted.
  Generally in March-April; Applications for proposal open in January-February
  https://www.wcu.edu/apply/graduate-school/students/graduate-research-symposium.aspx
- WCU Whee Lead Conference: A leadership conference for WCU students. Graduate students and faculty are encouraged to submit proposals to present.
  Generally in April; Proposal submissions in March
  https://www.wcu.edu/experience/campus-activities/leadershipprograms.aspx

Certification/Training Opportunities:
- Safe Zone. Trainings related to gender and sexual orientation: https://www.wcu.edu/experience/intercultural-affairs/safe-zone.aspx
- Green Zone. Training related to understanding and supporting veteran and military-involved students: https://www.wcu.edu/discover/diversity/tools-and-training/
- Care Zone. Training related to understanding and supporting students with mental illness: https://www.wcu.edu/discover/diversity/tools-and-training/
- NCBI. Training related to ending racism: https://www.wcu.edu/discover/diversity/tools-and-training/

National Case Study Competition (Virtual):
https://www.studentaffairs.com/resources/vcs/
*Most conferences have their own localized competition

List of Funding Opportunities

WCU Scholarships: https://www.wcu.edu/apply/scholarships/

College of Education & Allied Professions:
https://wcu.scholarships.ngwebsolutions.com/scholarx_scholarshipsearch.aspx (put "Human Services" in the search box)

Graduate Student Association: https://www.wcu.edu/apply/graduate-school/students/GSA/graduate-student-research-travel-award.aspx

Department of Human Services (for conference presenters only): Contact HESA Program Director. https://www.wcu.edu/learn/departments-schools-colleges/ceap/humanserv/

HESA: Contact HESA Program Director
About: https://www.givecampus.com/schools/WesternCarolinaUniversity/hesa-graduate-student-research-and-travel-fund#updates
Student Application: https://wcu.az1.qualtrics.com/jfe/form/SV_2mhV5WSfQ6ucL3L

HESA Student Timeline

March - April	Admissions Review & Offers
April	Graduate Assistantship Interviews & Placement
April – May	Onboarding & Course Registration
August	Orientation & Back-to-School Mixer
August	Begin Year 1 Classes & GAship
Fall Term	1:1 Faculty Advising Session
Fall Term	Consider attending a conference
October - November	Interview and Confirm Spring Internship
Spring Term	Spring Internship
Spring Term	1:1 Faculty Advising Session
Spring Term	Consider attending a conference
February - April	Search and Interview for Summer Internship
April	Complete end-of-year GAship Survey
May - July	Summer Internship
Summer Term	1:1 Faculty Advising Session
August	Back-to-School Mixer
August	Begin Year 2 Classes & GAship
Fall Term	1:1 Faculty Advising Session
Fall Term	Consider attending a conference
Fall Term	Consider competing in the 3MT
Spring Term	Apply and Interview for Jobs
Spring Term	Consider attending a conference &/or TPE
Spring Term	Consider participating in the Research Symposium
May	Oral Comps & Graduation

Associations, Conferences, and Higher Ed News

- **Higher Ed (Research) National Associations/Conferences:**
  ASHE: https://www.ashe.ws/
  > Conference in November
  > Proposals due in May
  AERA: https://www.aera.net/
  > Conference in April
  > Proposals due in July

- **Student Affairs National Associations/Conferences**
  ACPA: https://www.myacpa.org/
  > Conference in March
  > Proposals due in September
  NASPA: https://www.naspa.org/home
  > Conference in March
  > Proposals due in September

- **List of Associations by functional area:**
  https://www.studentaffairs.com/resources/websites/professional-associations/

- **Student Affairs State/Regional Associations/Conferences**
  SACSA (NASPA Region III-SE): https://www.sacsa.org/
  > Conference generally in November
  > Proposals due in May (poster, presentation, case study competition)
  NCCPA (NC Chapter of ACPA): http://nc.myacpa.org/
  > Conference generally in October
  > Proposals generally due in August

- **Higher Ed News & Reading:**
  - The Chronicle of Higher Education: https://www.chronicle.com/
  - Inside Higher Ed.: https://www.insidehighered.com/
  - List of Higher Education & Student Affairs Peer-Reviewed Journals: https://libguides.bgsu.edu/c.php?g=227115&p=1505430
  - List of Online Journals and Forums: https://www.studentaffairs.com/resources/websites/online-journals-and-forums/

Important Campus Resources

- **WCU Campus Police:**
  - Phone: 828-227-8911 (emergency)
    - 828-227-7301 (non-emergency)
  - Website: https://www.wcu.edu/discover/campus-services-and-operations/university-police/

- **Counseling and Psychological Services (CAPS):**
  - Office Phone: 828-227-7469
  - After hours and weekend: 828-227-7469
    - Follow the prompts.
  - Western NC 24 hour crisis line: 888-315-2880
  - Suicide Prevention Lifeline: 800-273-8255
  - Website: https://www.wcu.edu/experience/health-and-wellness/caps/
  - SCRT Report: https://www.wcu.edu/experience/health-and-wellness/student-concern-response-team/index.aspx

- **WCU Bird Medical Facilities:**
  - Phone: 828-227-7469
  - Hours: Monday - Friday 8:00 a.m. - 5:00 p.m
  - Patient Portal: https://wcu.medicatconnect.com/home.aspx

- **Emergency Management Lists and Links:**
  https://www.wcu.edu/discover/campus-services-and-operations/emergency-services/preparedness.aspx

- **Active Shooter Video & Protocol:**
  https://www.youtube.com/watch?v=5VcSwejU2D0

- **Covid Resources:**
  https://www.wcu.edu/discover/campus-services-and-operations/facilities-management/safety-and-risk-management/coronavirus-safety-information-resources.aspx

- **Helping Students Guide:**
  https://www.wcu.edu/_files/experience/SCRT-Help-Book.pdf