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This handbook is intended to help current HESA students access program-specific information relevant to you. This handbook, updated yearly, will serve as a centralized place to access information about the HESA Program, but students are also encouraged to contact their academic advisor with any questions they may have.

About the HESA Program

Departmental Affiliation: Department of Leadership Studies

HESA is a program within the Department of Leadership Studies (DLS), one of 5 departments that make up the School of Education at the University of San Francisco. The Department of Leadership Studies is committed to providing students with knowledge, skills, and tools necessary to become leaders in educational settings and community contexts. The HESA program is situated under this mission and supported by the broader department. Further, as students in DLS, HESA students will regularly receive communications from the Department.

Department of Leadership Studies Leadership (2021-2022):

Dr. Desiree Zerquera, Department Chair <ddzerquera@usfca.edu>

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HESA Mission

USF's M.A. in HESA combines a rigorous academic curriculum with practical internship experiences to prepare professionals working in or aspiring towards administrative and leadership positions in higher education.



Program Learning Outcomes

The HESA program has four learning outcomes. The program is designed so that at the time of graduation, HESA students will be able to:

- Situate contemporary issues of access, equity, and oppression in higher education within a broader framework of social inequality.
- Contextualize and critically analyze experiences and challenges facing marginalized students across higher education contexts.
- Develop a professional orientation that integrates theoretical frameworks, student affairs practice, and lived experience.

- Advocate for social justice to transform spaces within higher education to enact more equitable outcomes for all students.

HESA Faculty & Staff

The HESA Program has two core faculty members, who teach in the program and serve as academic advisors for students in the program:

- Genevieve Negrón-Gonzales, Associate Professor & Faculty Coordinator of HESA
- Desiree Zerquera, Associate Professor <ddzerquera@usfca.edu>

The HESA Program also has a staff member, who works full time in the School of Education and part-time with HESA specifically:

- Miranda Thurtell - SAIP Coordinator and Program and Partnership Manager in the School of Education <mathurtell@usfca.edu>

The HESA Practicum Sequence is coordinated by:

- Rachel Brunson, HESA Practicum Coordinator <rmbrunson@usfca.edu>

HESA also hires experienced adjunct faculty to teach classes in the program. Our adjunct faculty bring expertise and real-world experience from the field of Student Affairs, rooted in their own professional experience in the field. This year, we have the following professionals as member of our adjunct faculty:

- Lester Deanes - Assistant Vice Provost For Student Engagement at University of San Francisco <ldeanes@usfca.edu>
- Frangelo Ayran - Associate Dean of Students, Cal State LA <frayran@dons.usfca.edu>
- Alejandro Covarrubias - Executive Director of Student Inclusion and Belonging, CalPoly Pomona <afcovarrubias@gmail.com>
- Ria DasGupta - Chief Diversity Officer, Giorgian Court University <aadasgupta@usfca.edu>

There are other full-time faculty members who regularly teach in the HESA Program, though their primary affiliation is with another program in the School of Education:

- Darrick Smith - Associate Professor & Co-Director of the Transformative School Leadership Program <dsmith13@usfca.edu>

Expectations and Professional Conduct

Successfully developing oneself in the field of student affairs is not contained to the area of scholastic achievement but also requires that one comports themselves ethically and professionally. HESA students are expected to conduct themselves in ways that are consistent with the anti-oppressive mission of the program, in line with standards of professionalism within the field, and uphold principled, ethical, respectful, and

responsible behavior at all times. This is true of all interactions and pertains to all spheres within which HESA students operate: in written and verbal communication with students, staff members, colleagues, supervisors and professors; at work, internship, volunteer, and practicum sites; and online and in person. Serious concerns about the professional and/or ethical behavior of any students are grounds for dismissal from the program.

Academic Experience

Unit & Course Requirements

The HESA Program is a 30-unit, two-year M.A. program. The program is cohort-based, and follows a predetermined, set course sequence. The breakdown of units is as follows:

- 21 units are focused on core courses
- 3 units are focused on research methods
- 3 are capstone units focused on completion of the Capstone Research Project (the culminating MA thesis project)
- 3 are practicum units, focused on the practical skills required for preparation as a Student Affairs professional

HESA Course Sequence

HESA students follow a set course sequence. As of Cohort 11, the 2-year course sequence is as follows (number of units per course listed in parentheses):

Year One, Fall:

O&L 626: Social and Critical Theoretical Foundations (3)

O&L 656: Student Development in College (3)

O&L 645: Practicum 1 (1) **optional to take this class in either fall or spring of year 1*

Year One, Spring:

O&L 657: Assessment and Evaluation in Student Affairs (3)

O&L 614: Introduction to Organization & Leadership (3)

O&L 645: Practicum 1 (1) **optional to take this class in either fall or spring of year 1*

Year Two, Fall:

O&L 744: Academic and Student Affairs (3)

O&L 662: Campus Environments & Cultures (3)

O&L 667: Capstone 1 (1)

Year Two, Spring:

O&L 663: Race, Diversity & Higher Education (3)

O&L 741: American Institutions of Higher Education (3)

O&L 668: Capstone 2 (2)

Please see the [USF Course Catalog](#) for course descriptions.

Flexible Timing Courses:

Students must also complete O&L 646: Practicum 2 (1) and O&L 647: Practicum 3 (1) before graduation. These courses, which are satisfied by completion of two 100-hour practicum placements in the field of student affairs, can be taken at any point between spring semester of year one and spring semester of year two. It is strongly recommended that students complete both units before the 2nd year of the program, with most students completing O&L 646 in the Spring of year one, and O&L 647 in the summer between year one and year two.

Students who work full time in the field of higher education can apply to opt-out of the practicum sequence. More information about the opt-out option in the section on the Practicum Sequence.

Teaching Weekend Format

Classes in the HESA Program are taught in the [Teaching Weekend Format](#). Thus, class is held 9 times per semester, roughly every other week, for a period of 4 hours and 15 minutes. As a result of COVID-19, class is currently being held remotely and is comprised of synchronous and asynchronous components. Synchronous components take place in the previously-determined Teaching Weekend time slots. Classes in HESA generally are scheduled for Friday nights, Saturday mornings and Saturday afternoons on Teaching Weekends, with the precise schedule shifting semester to semester. Capstone and Practicum classes are held during the week, in a remote format. These classes meet monthly.

Fall 2021 Teaching Weekends are:

- August 20 - 21
- August 27 - 28
- September 10 - 11
- September 24 - 25
- October 8 - 9
- October 22 - 23
- November 5 - 6
- November 19 - 20
- December 3-4

Spring 2022 Teaching Weekends are:

- January 21 - 22
- January 28 - 29
- February 11 - 12
- February 25 - 26
- March 11 - 12
- March 25 - 26
- April 8 - 9
- April 29 - 30
- May 6 - 7

Capstone

Each HESA student will complete a Capstone Project as a requirement for the completion of the M.A. Program. In the second year of the program, each student will enroll in the HESA Capstone Class - O&L 667 (fall - 1 unit) and O&L 668 (spring - 2 units). This is a smaller class, because much of the class rests on deep and engaged

mentorship with the professor who oversees the students' research. These classes meet monthly, totaling nine classes over the course of the two semesters (fall and spring of year two). The final class meeting is a public presentation of student work.

The Capstone Project results in a research paper that reflects the design, execution and articulation of analysis of a research project centered on a topic of students' choosing. The project requires each student to collect data and complete an 8,000-10,000 word research paper. Projects and corresponding papers should fall into one of the following two categories: a "Best Practices" paper or a "Student Experience" paper.

A "Best Practices" paper is for students who are interested in exploring models of programming within higher education and/or student affairs at different campuses. Students are required to (a) choose an area of focus within higher education/student affairs and (b) identify programs at 4-5 institutions that can be seen as "best practices" in working in that area of focus. Students will then collect data (interviews with students or staff at the identified institutions, institutional websites or other publicly available data, etc.) and use this data to make an argument about what can be learned through the examination of the best practices in this area. (Example: Examining student-parent support at 5 different campuses across California in order to identify best practices in supporting student parents who are pursuing college degrees.)

A "Student Experience" paper is for students who are interested in exploring the experiences of a specific group within higher education. Students are required to (a) identify a specific student population they are interested in exploring and (b) identify 5-8 members of that student population they can interview about their experiences. Students will then collect data via interviews or focus groups and use this data to make an argument about the educational experiences of this specific group within higher education. (Example: Examining the experiences of Black students at all-women's colleges by interviewing Black students or recent graduates of all women's colleges in order to better understand their experiences and articulate implications for future practice.)

All Capstone Research Papers will be anchored by a carefully-crafted research question and include the following sections: Introduction, Background/Context/Statement of the Problem, Research Question, Theoretical Framework, Literature Review, Methodology, Data & Findings, Discussion, Conclusion.

Detailed information is provided once students are enrolled in the course.



Experiential Learning

The Practicum Sequence

The HESA Practicum Sequence is intended to provide students with diverse, supervised learning experiences in professional settings to advance pertinent skills and refine Student Affairs competencies. Practicum experiences should cultivate an integration and



practical application of theory and methods gained through HESA coursework as well as prepare HESA students for post-graduation employment opportunities.

The 3-unit practicum sequence is based on the philosophy of praxis: the unity of action and reflection. Concrete experience and training in the field are critical to the development of future student affairs professionals, and the development of a reflective practice is also an essential element in that process. The practicum sequence includes fieldwork experiences and a professional

development course. It is designed to provide a space for collective reflection, discussion and learning, and aligns with the [NASPA/ACPA Professional Competency Areas for Student Affairs Educators](#).

At the beginning of this sequence, students take a 1-unit professional development course (O&L 645) in either the first or second semester of the program. The class meetings are a critical and complementary piece to your field experience, aiming to increase understanding, awareness, and skills in the practice of student affairs. As a result of participating in these meetings, students will deepen and demonstrate their understanding of application of theory to practice. As a cohort, students will engage in discussion and analysis of issues pertinent to practice in student affairs.

Students then complete two practicum placements (O&L 646 and O&L 647 - 1 unit each), with the potential of concurrent enrollment with O&L 645 (if taken in the Spring of year one). These units constitute fieldwork placements at a site within Higher Education institutions and/or organizations, whereby students take on a specific project or initiative. The intention of the practicum fieldwork is for the student to contribute to the office or department in a meaningful way while developing and deepening practical skills needed to be a competent professional. These 100-hour projects should be focused, intentional and developmental for students, and may be based in programming, research, committee work, etc. Practicum projects are solicited from partnering institutions in the

Bay Area (and beyond), however students are encouraged to develop their own projects and placements customized to their own goals. Placements are determined based on an application process coordinated by the HESA Practicum Coordinator in collaboration with site supervisors. Practicum site fieldwork hours typically begin at the start of the second semester of the program, so the placement process begins mid-semester of the first (fall) semester.

More information about the HESA Practicum Sequence can be found [here](#). Questions can be directed to Rachel Brunson, Practicum Coordinator: <rmbrunson@usfca.edu>

Practicum Sequence Opt-Out Requirements and Process

Students who enter the HESA program with significant higher education experience are eligible to petition to opt out of the 3-unit practicum sequence and enroll in a 3-unit elective. The requirements and process to petition are outlined below.

Petition Requirements:

- Student is currently in a full-time position in or closely related to higher education
- Student has significant full-time work experience in a higher education and/or educational leadership setting
- Student can demonstrate proficiency in foundational NASPA/ACPA professional competencies

Petition Process:

- Submit a current resume and cover letter detailing why you meet the opt-out requirements and how an elective class would benefit your professional and/or scholarly development.
- This should be sent to the Practicum Coordinator at HESApracticum@usfca.edu. Upon review, the team of HESA Faculty makes a final decision on the outcome of the petition.
 - If a student's petition is denied, they must complete the practicum sequence
 - If a student's petition is approved, they can select any 3 credit course within the School of Education with the approval of their academic advisor

SAIP Internships

Purpose

The Student Affairs Internship Program (SAIP) offers graduate internships that provide valuable work experiences in student affairs and opportunities to meaningfully contribute to the mission and goals of an institution. The goal of SAIP is to create a supportive learning laboratory where both interns and supervisors learn to build professional communities that are humanizing for all. Through engaging in a reflective process while being immersed in practical experience, the program supports the

development of student affairs professionals who are social justice focused and student centered.

Values

The internship program is rooted in values of Jesuit Education:

- *Cura Personalis*: Promoting concern and care for the development of the whole person
- *Contemplatives in Action*: Developing a practice of actions informed by reflection
- *Magis*: Striving for excellence, striving for the better
- *Men, Women and People for and with Others*: Serving to pursue justice on behalf of all persons
- *Unity of the Head, Heart and the Body*: Being educated, engaged, and validated through all aspects of one's life (intellectually, emotionally, and through one's lived experiences)
- *Social Justice*: The active exploration and deconstruction of systemic injustices that centralizes the live of the most marginalized and works towards liberation

Learning Outcomes

The internship program experience is intended to support *praxis* (the integration of theoretical and research coursework through reflection) within the context of student affairs in higher education.

Through SAIP, graduate interns will...

1. *Practical Experience*: Gain practical experience in one, or more, functional area(s) of student affairs.
2. *Discernment*: Develop the skills to engage in professional and personal growth by reflecting on how their identities shape the multiple aspects of their experience in the field of student affairs.
3. *Critical Student Affairs Knowledge*: Become familiar with foundational knowledge, literature and associations within the field of student affairs through an equity and social justice lens.
4. *Career Preparation*: Be provided opportunities to refine skills and develop materials for the job search that help the intern maintain authenticity and integrity.

Competencies

Internship experiences aim to develop skills guided by [ACPA/NASPA Professional Competencies Rubric](#) (2016), a joint publication by two professional associations of the field: ACPA (College Student Educators International) and NASPA (Student Affairs Professionals in Higher Education).

The ten competency categories are:

- Advising and Supporting
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Leadership
- Organizational and Human Resources
- Personal and Ethical Foundations
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Values, Philosophy, and History

More information about SAIP can be found [here](#).

Co-Curricular Support and Engagement

Professional Development Workshops & Gatherings

To supplement the classroom learning and the professional experiences students receive through the practicum and SAIP internships, the HESA program offers professional development workshops and gatherings throughout the academic year.

Professional development gatherings are designed to address timely questions and concerns and create spaces where students can build community, support, and learn from one another through their internships, practicum sites, and/or work experiences. Workshop opportunities are developed by HESA faculty and staff in partnership with USF Student Life staff, HESA students, and practitioners from across the Bay Area.

The professional development workshops and gatherings are offered in-person and online and include a variety of opportunities including hands-on workshops, panel discussions, presentations and other helpful resources. The intention of these opportunities is to:



- Ground students in the student affairs profession and provide opportunities to reflect on their professional development through the lens of professional competencies
- Provide resume and cover letter support for each cohort as they progress through the program (1st year cohort: practicum preparation; 2nd year cohort: job search preparation)
- Develop professional skills based on the NASPA/ACPA competencies
- Provide continued professional coaching to both cohorts
- Support the graduating cohort with the job search

SAPA

The Student Affairs Professional Association (SAPA) is a campus organization started by HESA and Student Life that many HESA students choose to be involved in. SAPA is an association to foster holistic development of student affairs professionals by bridging academic, practical, and personal experiences. Through networking and support, SAPA aims to provide opportunities to enhance relationships between students, alumni, faculty, and staff.

COVID-19 Processes & Protocols

HESA students and the HESA program continue to navigate the COVID-19 pandemic during this academic year.

The SOE as a whole, and HESA as a program, has remained responsive to student needs and the ongoing public health crisis posed by the COVID-19 pandemic, making intentional decisions about course modality in ways that reflect CDC guidelines, San Francisco City ordinances, university-wide policies, and the needs of the SOE and HESA community. As such, the decision to remain remote through fall 2021, with select in-person convenings during the fall, and shift to fully in-person course offerings in the spring, was made and communicated to new and returning students throughout the summer and fall 2021 semesters.

University resources and policies regarding COVID can be found [here](#), and outlines these [protocols and procedures](#) in the event that a student tests positive. Information about how students can get tested can be found [here](#). Students who also work as staff on campus should also be familiar with [these](#) procedures and guidelines.

If a student in the HESA program tests positive for COVID-19, or is a close contact and/or caregiver to someone who has tested positive, they should consult the above pages in order to notify the proper personnel as necessary depending on the circumstances (Note: students who are fully remote and do not come to campus are not required to inform campus personnel). Additionally, these students should reach out to their professors if they feel they need any accommodations or special arrangements as a result of their situation. (Note: students do NOT need to disclose COVID status to your professors). Professors understand this is a special circumstance as we all navigate this global pandemic, and will work with students to either (a) ensure additional time is given on due dates for the class or (b) give the student an incomplete with the option to complete the class requirements at a later date. Professors have the ultimate discretion to determine the appropriate accommodations based on each particular situation, but will do so in active communication with the student. Communication is key; reach out early and proactively should you find yourself in this situation so your professors can support you.

