

College Student Personnel Administration

Degrees Available at SIUE

- Master of Science in Education in College Student Personnel Administration

Course Format

Evening classes are offered in fixed cohort for full-time and fluid cohort for part-time students. A mix of web-assisted and online courses are offered. However, the majority of classes are traditional, on-campus classes.

College Student Personnel Administration at SIUE

The College Student Personnel Administration (CSPA) program in SIUE's School of Education, Health and Human Behavior prepares its graduates for entry and mid-level professional positions in higher education administration in student affairs. At program completion, CSPA students are expected to have the knowledge, skills and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs areas at public and private, two- and four-year postsecondary institutions. These areas include, but are not limited to, student life, residence life, career development, advising, financial aid, and social and recreational programs.

Successful completion leads to a Master of Science Education (MSEd) in college student personnel administration. The program in the Department of Educational Leadership follows the standards set by the Council for the Advancement of Standards in Higher Education, which ensures academic rigor and quality of learning.

This program has a three-course research core (Assessment and Program Evaluation, Research Methods in Higher Education, and Final Project). Students develop an individualized passion project focused on contemporary or historical issues in higher education through the authorship of a master's paper and a comprehensive examination. The program also has a focus on social justice and student development, grounded in the ACPA/NASPA Professional Competencies.

Program Learning Outcomes

- **Demonstrate Breadth and Depth of Knowledge in the Discipline:** CSPA students should understand the current and historical theories, concepts, philosophy, values and models in the field of college student personnel administration. They should be able to access and evaluate the literature, and to connect the history, philosophy and values of the profession to professional practice in higher education. Major issues that students need to demonstrate understanding of include student learning and development theories; student characteristics; individual and group dynamics; organization and administration of student affairs; and assessment, evaluation and research methods. Students will also be expected to understand issues of sustainability and globalism and how these interact with student affairs administration. Students will also know how to identify and use appropriate technological resources in their work.
- **Effectively Communicate Knowledge in the Discipline:** CSPA students should possess the knowledge and skills that enable them to write and speak clearly and accurately about the current issues of the discipline to peers, practitioners and the public. They will be able to write a coherent, thorough and analytical literature review on an issue or problem of their choice, and will be able to write a clear, thorough and analytical research report. They will also be able to clearly verbally and nonverbally communicate when working and collaborating with others in practical situations related to student affairs administration.
- **Demonstrate an Ability for Analytical Thinking in the Discipline:** CSPA students should be able to identify and understand critical issues in the discipline. Students will question current and past practices and policies related to student affairs administration, and they will synthesize and integrate knowledge in order to effectively identify and analyze critical issues. They should possess the ability to analyze their knowledge and others' knowledge, and to use, design, conduct and critique qualitative and quantitative analyses; to manage organizations using evaluation and research processes and the results obtained from them; to be comfortable with ambiguity; to be aware of their own areas of strength and growth.
- **Exhibit the Best Practices, Values, and Ethics of the Profession:** CSPA students should understand and exhibit the professional standards for responsible conduct of research and practice in the discipline. Students should possess the knowledge, skills and attitudes required of an ethical leader to envision, plan and effect change in organizations. Students should respond to internal and external constituencies and issues by integrating ethics into all aspects of self and professional practice and they should create learning environments that are enriched with diverse views and people. Students will be self-directed and self-reflective. They will maintain excellence and integrity in work, have a passion for work, and remain curious.
- **Apply Knowledge of the Discipline:** CSPA students will apply knowledge of the discipline to solve sophisticated problems and to interpret technical issues in practice. Students should



Graduate Faculty

Graduate Program Director Pietro Sasso, PhD

Identity construction of traditional undergraduates (college student development), alcohol misuse in higher education (student health outcomes), impact of the college fraternity experience, masculinity in higher education 2012, Old Dominion University
psasso@siue.edu

Laurel D. Puchner, PhD

Women's literacy in developing countries, professional development of teachers, action research, higher education leaders view their own and their institutions' efforts to promote diversity and to meet the needs of diverse students 1998, University of Pennsylvania

Jeremy Snipes, PhD

Faith and disbelief among university students; learning partnerships and transformative learning experiences; responses to bias incidents in higher education 2017, Indiana University

Tianlong Yu, EdD

Social foundations of education, moral education, multicultural education, comparative education 2002, State University of New York at Binghamton

Jeffrey Waple, PhD

Vice Chancellor for Student Affairs
Professional competencies, preparation of new professionals 2000, Illinois State University

understand the concepts and principles of student development and learning theory and apply theories to improve and inform student affairs practice and to understand teaching and training theory and practice in higher education. Students will also use their skills to shape the political and ethical climate on campus.

Career Opportunities

Jobs included in this category are entry-level professionals and other positions in multiple areas in colleges and universities, such as financial aid, housing, career services, social and recreational programs, advising, leadership programs, Greek life, service learning, international programs, and others. Recent graduates have found employment as academic advisors, residence hall directors, first-year experience coordinators and in student activities at both private and public postsecondary institutions.

Why Choose SIUE

- **Commitment to Diversity and Inclusion:** The CSPA program fosters a strong commitment to increasing awareness of the diversity of student populations and to social justice. Diversity and social justice concepts are specifically addressed across the curriculum and more intentionally within two specific courses (College Student Development and Diversity in Higher Education). The CSPA program is dedicated to addressing the intersectionality of identity, gender expression, gender preference, socioeconomic class, privilege and culture. The SIUE campus has been recognized regularly for its commitment to diversity. The University received the 2016 Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. SIUE's LGBT-Friendly Campus Climate index score is 4.5 out of 5 stars.
- **Location and Affordability:** SIUE is located 25 minutes from downtown St. Louis, allowing graduate students to benefit from the boundless opportunities St. Louis offers. In-state tuition is available for all U.S. graduate students.

Hands-on Learning

Professional Experiences—Students complete a 300-hour experience distributed across two distinctive courses for EDAD 554 (Practicum Course). They complete 150 hours in each course. Full-time students will typically fulfill all the hours, and part-time students must complete approximately 90 of the hours, as they can count some previous or current working positions toward the hourly requirement.

Students may hold a practicum experience across more than 15 offices, 20 programs and 32 functional areas on campus at SIUE. Additionally, students can hold a practicum experience at several neighboring institutions within the St. Louis Metropolitan Area. Currently, the CSPA program has arrangements with the following institutions, all of which are within an approximate 30-minute drive of the SIUE campus.

- Harris-Stowe State University
- Lewis and Clark Community College
- McKendree University
- Southwest Illinois College
- Lindenwood University
- Ranken Technical College
- Webster University
- St. Louis Community College

The SIUE CSPA program is one of the few programs in the region to offer placements at professional colleges, community colleges and historically black college and universities (HBCU).

Graduate Assistantships—Students have access to more than 30 assistantships at SIUE in the Offices of Enrollment Management, Student Affairs and Intercollegiate Athletics. A special collaboration across campus provides preference to open positions for CSPA students, but are not guaranteed. A stipend and tuition waiver are provided. Residence Life Associate Hall Director positions also provide housing and a meal plan. Learn more about graduate assistantships at siue.edu/grad-assistantships.

Additional off-campus opportunities exist at Rankin Technical College and Harris-Stowe University. For more information, please contact the program coordinator, Dr. Pete Sasso.

Admission Requirements

- Graduate School application and \$40 fee
- Submission of all post-secondary academic transcripts

This information is concurrent with the 2018-2019 Academic Catalog. Courses are subject to change at any time.

- Successful completion of a bachelor's prior to enrollment
- Undergraduate grade point average (GPA) of at least 2.5 or above on a 4.0 scale
- Statement of Purpose: A list of professional experiences and a two-page, double-spaced written statement describing why they would like to enter the program
- International applicants may present a degree that is comparable to the U.S. baccalaureate, granted by an internationally recognized institution of higher learning. International applicants whose native language is not English must submit Test of English as a Foreign Language (TOEFL) scores taken within two (2) years prior to the desired term of admission. The minimum TOEFL scores are 550 (paper), 213 (computer-based), and 79-80 (Internet-based). In lieu of the TOEFL, an applicant may demonstrate a Total Band Score of 6.5 on the International English Language Testing System (IELTS).

Program application materials may be uploaded during the application process, but official transcripts must be sent directly from the school attended, and test scores must be verifiable with the appropriate testing service. Please contact the Graduate Admissions office with questions regarding the application submission process at graduateadmissions@siue.edu.

Review the SIUE Admissions Policy for more information.

If you are looking for a graduate assistantship, please contact Dr. Pietro Sasso, graduate program coordinator.

Be sure to track your admission status and contact the CSPA program to enroll once you have received your admission letter.

Application Deadline

The program uses a flexible cohort model, which means that a new cohort of students begins each summer. However, applicants may enroll in fall and spring semesters if space is available. The deadline is approximately one month before classes begin.

Graduation Requirements

- Passing a written comprehensive exam
- Completion of a three-hour course culminating in a final research project that is successfully defended before a three-person faculty committee.

Review the graduation policy for more information.

Curriculum

Required Courses (27 hours)

- (3) EDAD 504-History, Philosophy, and Organization of Higher Education
- (3) EDAD 524-Legal and Ethical Issues in Student Affairs
- (3) EDAD 564-The Community College*
- (3) EDAD 574-Leadership and Administration in Higher Education
- (3) EPFR 503-Research Methods in Higher Education
- (3) EPFR 506-Assessment and Evaluation in Student Affairs
- (3) EPFR 514-College Student Learning and Development
- (3) EPFR 516-Individual and Group Dynamics
- (3) EPFR 522-Diversity in Higher Education

Research Project (3 hours)

- (3) EDAD 594-Final Research Project
- The student will select three faculty members to serve as the committee for the research project.

Practicum (6 hours)

- (6) EDAD 554-Practicum
- All students must complete a maximum of six credits of EDAD 554 Practicum. The practicum involves a minimum of 300 hours of supervised field work in at least two (2) different placements. Exceptions may be made for students who have been employed previously in higher education student affairs for at least six months. Such students may substitute an additional elective in place of their second EDAD 554 practicum.

Contact Information

Department of Educational Leadership
Southern Illinois University Edwardsville
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