

College Student Personnel Administration

Degrees Available at SIUE

- Master of Science in Education in College Student Personnel Administration

Program 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 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. 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 in Education (MSEd) in college student personnel administration. The program follows the standards set by the Council for the Advancement of Standards in Higher Education, which ensures academic rigor and quality of learning.

The CSPA program is a 36 credit hour curriculum consisting of the following core components: Student development, social justice and inclusion, advising and support, and research and assessment with an emphasis on student development and social justice.

The program also has a strong focus on social justice and student development, grounded in the CPA/NASPA Professional Competencies. 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.

Students also develop an individualized capstone project to connect theory to practice under the supervision of faculty member. Students will also complete a comprehensive portfolio, which will drive their own professional development and progression toward meeting the professional competencies.

Program Learning Outcomes

The following specific program objectives are consistent with both the NASPA Professional Competency Areas (Student Affairs Administrators in Higher Education) and the SIUE Goals of Graduate Learning.

- **Demonstrate Breadth and Depth of Knowledge in the Discipline**
 - Knowledge of history, philosophy and foundations of the student affairs profession
 - Knowledge of foundational level assessment, evaluation and research methodologies in higher education
 - Knowledge of legal, compliance and policy issues in higher education student affairs
 - Knowledge of basic organizational management and structural administrative models
 - Knowledge of leadership theory and models of organizational change
 - Knowledge of social justice and issues of oppression, privilege and power
 - Knowledge of concepts and principles of college student development and learning theory
 - Knowledge of advising and support strategies.
- **Effectively Communicate Knowledge in the Discipline**
 - Ability to express knowledge and ideas in the field of student affairs in clear and precise written and oral English
- **Demonstrate an Ability for Analytical Thinking in the Discipline**
 - Ability to analyze assessment and research data in higher education
 - Ability to express and apply a critical lens to the student affairs profession
- **Exhibit the Best Practices, Values, and Ethics of the Profession**
 - Awareness and understanding of professional codes of ethics
 - Knowledge and application of values of the student affairs profession
 - Ability to ethically conduct research and assessment in higher education
- **Apply Knowledge of the Discipline**
 - Ability to use theory and knowledge to effectively and ethically practice the student affairs profession in the areas of advising and supporting students, management, legal issues and research
 - Ability to apply knowledge and understanding of social justice issues in the student affairs profession
 - Ability to facilitate student engagement and involvement programming to promote student learning and development that are based on current research on student learning and development theories



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

J.T. 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

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. 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 30 functional areas on campus at SIUE. Additionally, students can hold a practicum experience at several neighboring institutions within the St. Louis Metropolitan Area. All colleges are within an approximate 30-40 minute drive of SIUE. The CSPA program offers placements across a diversity of institutional types including private, public, professional colleges, community colleges and historically black colleges and universities (HBCU). Practicum experiences are limited to the spring and summer semester, which allows for students to apply for national placements with the following organizations:

- National Association for Orientation, Transition, and Retention (NODA)
- Association of College Housing and University Housing Officers-International (ACUHO-I)
- National Association for Campus Activities (NACA)

Additional individual partnerships exist with specific partner colleges through faculty professional networks that include international experiences and opportunities.

Part-time students with at least six months of professional experience in higher education may substitute the practicum requirement with elective coursework.

Graduate Assistantships

Students have access to more than 50 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. All assistantships provide a stipend, and tuition waivers are provided to help subsidize the cost of higher education. Additional off-campus opportunities exist at partner institutions within the St. Louis region. Residence Life Associate Hall Director positions also provide housing and a meal plan.

The placement process typically begins each spring semester in March. If you are interested in an assistantship, it is important to apply to be considered for admission prior to this date.

Admission Requirements

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

- Successful completion of a bachelor's degree prior to enrollment
- Undergraduate 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 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.

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 two three-hour courses culminating in a final research project that is successfully defended before a three-person faculty committee.

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 (6 hours)

- (6) 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 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

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Southern Illinois University Edwardsville
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