

# 161: COLLEGE STUDENT SERVICES ADMINISTRATION GRADUATE MAJOR (EDM, MS)

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## In Workflow

1. Curriculum Management Programs (janice.nave-abele@oregonstate.edu; ian.wilborn@oregonstate.edu)
2. Catalog Coordinator (belinda.sykes@oregonstate.edu)
3. 03 Dean Designee (gloria.crisp@oregonstate.edu)
4. Provost Designee (alix.gitelman@oregonstate.edu; rebecca.mathern@oregonstate.edu)
5. Ecampus Programs (shannon.riggs@oregonstate.edu; kathryn.howard@oregonstate.edu; ecampus.academicprograms@oregonstate.edu)
6. 7 Day Review
7. Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp@oregonstate.edu)
8. CAHE Head (thomas.field@oregonstate.edu)
9. 03 College Committee Approver (tenisha.tevis@oregonstate.edu)
10. Curriculum Management Programs (janice.nave-abele@oregonstate.edu; ian.wilborn@oregonstate.edu)
11. Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp@oregonstate.edu)
12. Budgets and Fiscal Planning Committee Chair (jonathan.fram@oregonstate.edu)
13. Graduate Council Co-Chairs (john.becker-blease@bus.oregonstate.edu)
14. Curriculum Management Programs (janice.nave-abele@oregonstate.edu; ian.wilborn@oregonstate.edu)
15. Curriculum Council Co-Chairs (Jim.Coakley@bus.oregonstate.edu; kaplan.yalcin@oregonstate.edu)
16. Executive Committee (caitlin.calascibetta@oregonstate.edu; susie.sprinson@oregonstate.edu)
17. Faculty Senate (caitlin.calascibetta@oregonstate.edu; susie.sprinson@oregonstate.edu)
18. NWCCU (janice.nave-abele@oregonstate.edu; ian.wilborn@oregonstate.edu)
19. Catalog Coordinator (belinda.sykes@oregonstate.edu)
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## Approval Path

1. 2026-01-27T18:50:18Z  
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
2. 2026-02-02T06:01:04Z  
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
3. 2026-02-02T14:40:19Z  
Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp): Approved for 03 Dean Designee
4. 2026-02-02T15:59:03Z  
Alix Gitelman (Vice Provost for Academic Affairs) (alix.gitelman): Approved for Provost Designee
5. 2026-02-02T17:05:17Z  
Kathryn Howard (Ecampus, Program Intake Coordinator) (kathryn.howard): Approved for Ecampus Programs
6. 2026-02-11T00:48:52Z  
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for 7 Day Review
7. 2026-02-11T01:11:00Z  
Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp): Approved for crispg
8. 2026-02-11T17:22:08Z  
Thomas Field (Counseling & Adult and Higher Education, Department Head) (thomas.field): Approved for CAHE Head
9. 2026-02-18T18:18:21Z  
Tenisha Tevis (College of Education, Associate Professor, and DPO Director) (tenisha.tevis): Approved for 03 College Committee Approver
10. 2026-02-18T22:10:44Z  
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
11. 2026-02-18T22:23:11Z  
Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp): Approved for crispg
12. 2026-02-23T17:55:48Z  
Jonathan Fram (College of Earth, Ocean & Atmospheric Sciences, Associate Professor) (jonathan.fram): Approved for Budgets and Fiscal Planning Committee Chair
13. 2026-03-10T19:20:29Z

John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for Graduate Council Co-Chairs

14. 2026-03-10T20:54:40Z  
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
15. 2026-03-17T20:21:59Z  
Jim Coakley (College of Business, Associate Professor, and Curriculum Council Co-Chair) (Jim.Coakley): Approved for Curriculum Council Co-Chairs
16. 2026-04-03T15:45:42Z  
Caitlin Calascibetta (Faculty Senate Office, Office Specialist 2) (caitlin.calascibetta): Approved for Executive Committee

## History

1. Nov 25, 2019 by Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes)
2. Apr 13, 2023 by Kirsten Hextrum (School of Language, Culture & Society, Assistant Professor) (kirsten.hextrum)
3. Dec 5, 2025 by Kirsten Hextrum (School of Language, Culture & Society, Assistant Professor) (kirsten.hextrum)

Date Submitted: 2026-01-22T20:54:07Z

**Viewing: 2200 : College Student Services Administration Graduate Major (EdM, MS)**

**Last approved: Fri, 05 Dec 2025 07:12:31 GMT**

**Last edit: 2026-02-12T04:44:41Z**

Changes proposed by: crispj

## Proposal

### Effective Term

Summer 2026

### Type of Change

Reorganize a program (merge, move, split)

### Justification

Agreed upon via the Memorandum of Understanding (MOU) between the College of Education and the College of Liberal Arts, and signed off by Academic Affairs, as well as the Faculty Consultative Group of the Faculty Senate, the College Student Services Administration (CSSA) program will be transferred to the College of Education starting in July 2026.

The transfer is part of a larger academic program renovation in the Adult and Higher Education (AHE) program, integrating the already overlapping curriculum between CSSA and AHE, and creating a new degree option under the existing Master of Education (MEd) in the College of Education. CSSA degrees are described to “empower student affairs leaders and professionals for transformative careers rooted in equity and access, community and justice, and institutional change,” which well aligns with AHE’s vision to “to prepare educators and educational leaders committed to social justice.” In addition to our shared values and purpose, this transition reflects a strategic effort to strengthen both programs by fortifying CSSA’s long-term sustainability and visibility and deepening opportunities for AHE to reach students across the field of higher education, specifically including in student affairs, and to realize our mission to prepare “socially just leaders and change agents.” Moreover, higher education and student affairs programs being together are sensible for pedagogical and curricular purposes, and more importantly, benefits students by reducing duplication and confusion. CoEd has the infrastructure to support CSSA’s future vision and provides an appropriate disciplinary home for Dr. Kirsten Hextrum who will be joining the AHE faculty per the MOU.

### Primary Originator

#### Name

Gloria Crisp (College of Education, Professor and Associate Dean)

### Liaisons

#### Academic Unit

School of Language, Culture & Society (all languages, ANTH, CSSA, ES, FCSJ, LING, QS, WGSS, WLC)

School of Public Policy - Graduate (ECON, PS, PPOL, SOC)

Educational Practice and Research (ED, SED)

College of Liberal Arts (LA, MAST, SSCI)

College of Business - External, non-CoB proposals (BA, HM)

## Program Information

### Program Level

Graduate

### Program Type

Major / Degree

### Name

College Student Services Administration Graduate Major (EdM, MS)

### SIS Code

2200

### CIP Code

130499 - Educational Administration and Supervision, Other.

### College

Education (03)

### Academic Unit

Counseling & Adult and Higher Education

### Is this program jointly administered?

No

### What degree types are available for this graduate or professional program?

Master of Science (MS)

Other

### Select other degree type

Master

### List other degree type/s

Master of Education (EdM)

### Campus Locations

Corvallis

Ecampus

### Is this program currently or planned to be offered in hybrid format?

No

### Will this program lead to professional licensure in any U.S. state or territory?

No

### Does this program use an alternative admissions process or have grade/GPA standards that are different from the university or college minimum?

No

## Program Relationships

### Are all degree types and options (if applicable) available at all locations?

Yes

### Does this major have options?

No

## Executive Summary

### Executive Summary

The College Student Services Administration (CSSA) program prepares higher education and student affairs professionals for leadership roles grounded in equity, access, community, justice, and institutional change. This proposal formalizes the transfer of

CSSA from the College of Liberal Arts to the College of Education and its integration into the Adult and Higher Education (AHE) program, resulting in a redesigned Master of Education (M.Ed.) housed in the College of Education.

This change reflects strong disciplinary and pedagogical alignment between CSSA and AHE, as well as shared commitments to social justice-oriented leadership preparation. Over time, the parallel existence of the two programs has resulted in overlapping curricula and confusion for prospective students. Bringing CSSA into the College of Education provides a more appropriate academic home, reduces duplication, and creates a clearer and more coherent program structure for students pursuing careers in higher education and student affairs.

To support a thoughtful integration, admissions to the M.Ed. in both CSSA and AHE will be paused for the 2026–2027 academic year while a faculty working group re-envision the curriculum, clarifies program learning outcomes, and strengthens coherence across coursework. Current CSSA students will remain fully supported and will complete their degrees as planned, with no changes to course requirements, advisors, or capstone projects. The redesigned M.Ed. that includes CSSA is scheduled to launch in Fall 2027.

The transition also strengthens student advising and support by moving CSSA students into the College of Education's graduate student success model, which provides coordinated advising and wrap-around support from matriculation through graduation. Faculty expertise will be consolidated within AHE, including the transfer of the CSSA coordinator's tenured faculty line to the College of Education, ensuring continuity of leadership and program identity.

No new permanent resources are required beyond those already approved through the MOU. During the initial transition period, the College of Education will cover program costs through existing Education and General funds, with long-term sustainability anticipated once delayed student credit hour revenue is realized under the Shared Responsibility Budget Model.

Overall, this proposal is intended to strengthen academic coherence, improve clarity and support for students, and position CSSA and AHE for long-term sustainability within an academic unit aligned with their disciplinary focus. The change advances OSU's mission and strategic goals by supporting student success, shared governance, and inclusive, practice-oriented preparation of educational leaders.

## Reorganize a Program

**Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal.**

As a result of the proposed change, CSSA will no longer operate as a stand alone program housed in the School of Language, Culture, and Society. Instead, CSSA content, faculty expertise, and curriculum will be absorbed into a redesigned Master of Education (M.Ed.) housed in the College of Education.

In the short term, course offerings and program structures will remain stable to ensure continuity for currently enrolled students. During the 2026–2027 academic year, admissions to the M.Ed. in both CSSA and AHE will be paused while a faculty working group re-envision the integrated curriculum. Existing CSSA courses will continue to be offered as needed to support students through degree completion, with some substitution of existing AHE courses where appropriate. Current students will not be required to change their courses, advisors, or capstone projects.

In the longer term, the integrated program will result in a clarified and streamlined curriculum that reduces duplication across CSSA and AHE, strengthens coherence in program requirements, and provides clearer pathways for students pursuing careers in higher education and student affairs. Revised student learning outcomes will reflect shared commitments to equity, access, social justice, and institutional change, while strengthening preparation for practitioner based leadership roles. Admissions will resume for the redesigned M.Ed. program in 2027–2028.

Advising and student support will shift from the current CLA based structure to the College of Education's graduate student support model. Beginning in March 2026, advising responsibilities will transition to the Graduate Student Success Coordinator in the College of Education, who will provide integrated, wrap around support from matriculation through graduation. Internship support and scheduling will also move into the Department of Counseling and Adult & Higher Education, improving consistency and availability of advising resources.

**Describe the extent to which affected faculty and staff support this change.**

As detailed in the Faculty Consultative Group's report, the proposed change has received strong support from affected faculty and administrators. Faculty in the AHE program expressed unanimous support for the transition, noting the substantial curricular overlap between CSSA and AHE, the benefits of reducing duplication, and the advantages of housing higher education and student affairs programs together for pedagogical and disciplinary reasons. AHE faculty also emphasized improved clarity for students, enhanced collaboration, and stronger advising and infrastructure as key benefits.

Faculty currently affiliated with CSSA in the College of Liberal Arts broadly view the transition as necessary to preserve the program's practitioner based identity, stabilize long term viability, and align with national norms for higher education and student affairs programs. While concerns were raised regarding consultation processes and short term impacts on some non tenure track faculty

roles, there was general agreement that the move to the College of Education would strengthen the program's future. The Faculty Consultative Group concluded that shared governance principles were generally followed and supported the transition.

**If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources.**

No new permanent resources are required beyond those already identified and approved through existing agreements. The program will be supported by the current, AHE faculty that includes Dr. Gloria Crisp (Professor), Dr. Tenisha Tevis, (Associate Professor), Dr. Dolly Nguyen (Assistant Professor), and Dr. Jon Iftikar, (Assistant Professor of Practice). The transfer includes one additional faculty member, Dr. Kirsten Hextrum (Associate Professor), who will move her tenure home and faculty line to the College of Education at 1.0 FTE. No graduate assistants or new support staff positions are associated with this proposal. Any additional instructional needs will be addressed through limited use of part time or fixed term instructional faculty on an as needed basis.

Due to the Shared Responsibility Budget Model, student credit hour revenue associated with the program will not be realized immediately. The College of Education will use existing Education and General funds to cover personnel and operating costs during the initial transition period. Once delayed revenue is realized, the program is projected to generate a modest surplus. No funding from the College of Liberal Arts is associated with this transfer, and no external, federal, or state funds are required.

**How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?**

The proposed change advances OSU's Prosperity Widely Shared strategic plan by supporting the goal of becoming a university where every student graduates, through clearer academic pathways, reduced curricular duplication, and strengthened advising and student support.

Integrating CSSA into the College of Education aligns with the College's strategic priorities to center students, deliver relevant and practice-informed curriculum, and prepare educational leaders who contribute to equitable and effective institutions. Together, these alignments support OSU's commitment to workforce preparation, inclusive excellence, and long-term program sustainability in professional graduate education.

**Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities.**

Positive impacts of the proposed change include improved curricular coherence, reduced duplication between CSSA and AHE, stronger advising and student support, and enhanced program visibility and sustainability. Students benefit from clearer program identity, access to a broader faculty community, and alignment with a college that houses related doctoral and graduate programs.

Negative or challenging impacts include short term disruption associated with the admissions pause and the reallocation of faculty roles in the College of Liberal Arts. Two non tenure track faculty members in CLA will no longer teach in CSSA, requiring adjustments within their home unit. These impacts are acknowledged as significant but limited in scope, with mitigation strategies identified for affected faculty.

College of Education leadership will work in close collaboration with Ecampus on program redesign, delivery, and implementation timelines.

**Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan.**

Over the long term, the proposed change strengthens strategic planning for both CSSA and AHE by positioning them within a unified academic home aligned with their disciplinary focus. The integrated M.Ed. program supports OSU's strategic emphasis on access, workforce preparation, and inclusive leadership. Compared with OSU's current strategic plan, the proposal advances goals related to student success, efficiency, and alignment of academic programs with institutional strengths.

The transition also supports long range enrollment and recruitment strategies by clarifying program identity and leveraging the College of Education's graduate recruitment infrastructure.

**What is the current relationship of the proposed academic program(s) or academic unit(s) with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change.**

Both CSSA and AHE have long-standing relationships with leaders, practitioners, and alumni across Oregon's community colleges and universities through graduate preparation, internships, mentorship, and professional engagement. These relationships are central to the programs' identities and reflect their role in preparing the state's higher education and student affairs workforce. The proposed change does not introduce new competition or disrupt existing relationships with other Oregon institutions. Rather, integrating CSSA into the College of Education is expected to maintain and potentially strengthen these connections by providing clearer disciplinary alignment and a single academic home that supports continued collaboration, outreach, and workforce preparation across the state.

**Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private).**

The proposed change is internal to OSU and is not expected to have a direct impact on constituencies outside of OSU, including federal, state, local, or private entities. The transition does not alter degree authority, regulatory requirements, funding relationships,

or external partnerships. Employers, professional organizations, and educational institutions that engage with the program through graduate preparation and workforce development will continue to do so as they currently do. Any external effects are expected to be neutral to positive, with no negative impacts anticipated.

**If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation.**

The CSSA program is not professionally accredited. The transition is expected to support continued alignment with disciplinary standards and expectations for higher education and student affairs preparation (e.g., Council for the Advancement of Standards in Higher Education).

## Learning Outcomes

**This section is overseen by the Assessment team within the Office of Academic Affairs. The Assessment team are in the proposal workflow to review all changes. No changes can be made without their approval.**

**Are you adding, removing or changing learning outcomes in this proposal?**

No

**Are the learning outcomes required for an accrediting organization?**

No

**List the learning outcomes (this will display on the Learning Outcomes tab in the Catalog)**

Upon successful completion of the program, students will be able to:	
1	Conduct research or produce some other form of creative work.
2	Demonstrate mastery of subject material.
3	Conduct scholarly or professional activities in an ethical manner.
4	Analyze how education can both mediate and reproduce power, privilege, and systems of oppression.
5	Explore the roles, responsibilities, and commitments of higher education toward the needs of local and global communities.
6	Evaluate educational programs and learning environments for their capacity to cultivate respectful engagement with diversity.
7	Critique the relationship between student affairs and the larger academic enterprise and their shared role in promoting social justice.
8	Analyze the diverse cultural contexts of students' lives and how these contexts shape student development and learning.
9	Explore how contemporary social issues impact students' lives and evaluate appropriate interventions.
10	Demonstrate the characteristics of a scholar-practitioner who utilizes research to inform their professional role.

## Information for the Catalog

**How many total credits are required for completion of this program?**

54

**Catalog Description (this will display on the Overview tab in the Catalog)**

The College Student Services Administration program offers preparation in the organization, leadership and administration of programs, services, and facilities in postsecondary education, including college union/centers, recreational sports, student government and activities, residence life programs, student housing, financial aid, career services, and general student advising and academic support.

**Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)**

## Graduation Requirements

- Successful completion of at least 54 credits of graduate-level coursework, the majority of which are required in the major field of study (CSSA). Additionally, a minor or area of specialization is chosen and completed by the individual student; and
- Successful completion and presentation of a capstone project (EdM degree) or a thesis capstone (MS degree) during the final year.

Additional information is available online (<http://liberalarts.oregonstate.edu/school-language-culture-and-society/cssa/cssa-admission-prospective-students>).

## Master of Education (EdM)

The EdM is earned through successful completion of all required program coursework and successful completion and defense of a capstone portfolio. The capstone portfolio is a cumulative, comprehensive, and reflective form of student assessment. Completing a portfolio requires that the student address each program competency in a comprehensive, meaningful, and creative way. The portfolio "product" can be shared in any number of formats, including, but not limited to, writings, pictures, audio or video clips, and electronic media (websites, PowerPoint documents, etc.). Final portfolios are distributed to and evaluated in writing by a committee just prior to the last term of coursework. A public, formal committee meeting with oral presentation and defense serves as the second method of evaluation.

## Master of Science (MS)

The MS is earned through successful completion of all required program coursework and successful completion and defense of thesis. In addition to required coursework and the thesis, students pursuing the MS degree must also demonstrate adequate evidence of competence and learning in each of the five CSSA competency areas. Demonstration of this evidence may take the form of an extended/detailed competency plan with select work samples or other methods approved by the major professor. This demonstration need not be a portfolio, but it should clearly show evidence of competency mastery. Thesis research should be reflected in the demonstration.

For thesis work, CSSA and university policies require students to convene

1. a proposal meeting to present their research plan (generally spring of the first year for full-time students or fall/winter of the second year for part-time students) and
2. a final defense for presentation and evaluation of the research and competency demonstration (final term of coursework).

Students who wish to pursue the MS should decide this early in their graduate program, ideally during the first term, since such research requires careful and lengthy planning. Major professors should be made aware of this decision.

## Letters of Support

### External Letters of Support

FCG CSSA 2025 Final Report.pdf  
CSSA MOU 2025.pdf

## Accessibility Form

### Accessibility Guidelines

I have reviewed the listed documents

### Faculty Guidelines

I have reviewed the listed documents

### Digital Accessibility Guidelines

I have reviewed the listed documents

**By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.**

## Budget Information

### Budget Worksheet and Narrative

CSSA BUDGET NARRATIVE and Budget.pdf

### Reviewer Comments

**Belinda Sykes (Office of the Registrar, Catalog Curriculum Coordinator) (belinda.sykes) (2026-02-02T05:17:31Z):** Program learning outcomes were reviewed and approved by Kristin Nagy-Catz in April 2023. Graduate Assessment step has therefore been removed from this workflow.

**Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp) (2026-02-02T18:23:20Z):** No concerns from Educational Practice and Research (ED, SED).

**John Edwards (College of Liberal Arts, Associate Dean) (jedwards) (2026-02-02T19:06:10Z):** CLA has discussed and approves.

**John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease) (2026-03-10T19:20:23Z):** GC confirmed that all 18 currently enrolled Masters' students have a plan mapped out for graduation.

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