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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X ] Graduate Council**

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| **[ x] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Gwendolyn L. Neal 9/30/2019 **Department Curriculum Committee Chair** | Joanna Grymes 11/4/2019  **COPE Chair (if applicable)** |
| Joan Henley 10/2/2019 **Department Chair:** | Mary Jane Bradley 11/4/2019  **Head of Unit (If applicable)** |
| Wayne Wilkinson 10/16/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Dr. Rick Stripling

ricks@astate.edu

**870-972-3062**

2. Proposed Starting Term and Bulletin Year

Spring 2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

CSPS 6353

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Enrollment Management Practice and Principles in Higher Education**

**Short Title: Enroll Mang in Higher Ed**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

The strategic elements of enrollment, including leveraging key components (international, online, graduate/undergraduate, student services, retention and recruiting) into the development of an enrollment management plan.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
   1. If yes, which ones?

No

* 1. Why or why not?

Enter text...

1. No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Not applicable

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture -** **Fully online**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter grade

10. No Is this course dual listed (undergraduate/graduate)?

Graduate listing only

11. No Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain.

12. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. No Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. No Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. Yes Has it been confirmed that this course number is available for use?

16. No Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Understanding the Enrollment Management concept

Week 2: Overview of the Comprehensive Enrollment Management Plan

Week 3: Data-Driven EM Plans

Week 4: Content Resource Management

Week 5: Leveraging institution financial resources

Week 6: Undergraduate recruiting

Week 7: Retention

Week 8: Communication and branding

Week 9: Graduate recruiting

Week 10: International student recruiting

Week 11: Transfer student recruiting

Week 12: University community engaging in the EM Plan

Week 13: Online student recruiting

Week 14; Developing a marketing plan

Week 15: Managing your enrollment destiny

Week 16: Wrap-up/Final papers due

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

No new resources needed

1. Will this require additional faculty, supplies, etc.?

No

20. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

University enrollments are at a critical time. Nationally, enrollments for four-year public are on a decline (see reference below). Students taking this course will understand the framework for developing an Enrollment Management Plan on a university campus.

https://nscresearchcenter.org/wp-content/uploads/CurrentTermEnrollmentReport-Spring-2019.pdf

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course supports ELCSE and of the College Student Personnel Services program by preparing leaders. More specifically, this course will enhance CSPS students in their graduate degree preparation.

1. Student population served.

Students enrolled in the CSPS program would greatly benefit. The CSPS program is a fully online program that serves students across the country and 50% of the students are currently employed in higher education. This will be one of the signature courses in the program. The course would be available for non-degree seeking students who have EM responsibility and want to understand the key elements of developing an enrollment plan.

d. Rationale for the level of the course (lower, upper, or graduate).

This type of course is typically attractive to practicing professionals in the field. It should be offered at the graduate 6000 level as part of the graduate degree CSPS, and as an independent course for any professional in the field wanting more information about enrollment management.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students in the A-State CSPS master’s program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students in the A-State CSPS master’s program will be able to acquire, critique, analyze interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues. |
| Assessment Measure | Alumni survey and practicum evaluations |
| Assessment  Timetable | We conduct an alumni survey every two years. Practicum evaluations are collected for all students who complete the program annually |
| Who is responsible for assessing and reporting on the results? | Director of the CSPS Program |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Interpret undergraduate, graduate, online, international, and transfer student recruiting models

Evaluate the different content resource management models for recruiting

Examine the role of recruitment communication

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| **Outcome 1** | Interpret undergraduate, graduate, online, international, and transfer student recruiting needs. |
| Which learning activities are responsible for this outcome? | Compare and contrast undergraduate, graduate, online, international, and transfer student recruiting case studies and articles. |
| Assessment Measure | Short papers and Powerpoint presentation |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Evaluate the different content resource management models for recruiting |
| Which learning activities are responsible for this outcome? | Construct a procurement bid proposal for CRM |
| Assessment Measure | Project will be graded on successful procurement bid criteria |

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| **Outcome 3** | Examine the role of recruitment communication |
| Which learning activities are responsible for this outcome? | Students will review current articles, white papers, and institutional EM Plans |
| Assessment Measure | Students will build a communication matrix |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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***CSPS 6353. Enrollment Management Theory and Practice in Higher Education. The strategic elements of enrollment, including leveraging key components (international, online, graduate/undergraduate, student services, retention and recruiting) into the development of an enrollment management plan.***