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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[ X ] Graduate Council**

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

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

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| Dr. Gwendolyn Neal 2/5/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Joan Henley 2/6/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 2/7/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Wayne Wilkinson 2/13/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 2/15/20 Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

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

Dr. Rick Stripling

[Dr.Rick@astate.edu](mailto:Dr.Rick@astate.edu)

870-972-3062

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

**Fall 2020** .

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **CSPS** |
| **Number\*** |  | **6323** |
| **Title** |  | **Advising College Students** |
| **Description\*\*** |  | Examination of the theoretical and organizational models for effective advising, including legal issues, assessment and advising modes of delivery. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No] NO**

(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? There are no prerequisites
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **YES** Is this course restricted to a specific major?
   1. If yes, which major? CSPS
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

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

**Standard letter**

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **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.)*

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

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

1. **NO** Is this course in support of a new program?

a. If yes, what program?

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(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: History and Evolution of Academic Practice and Profession

Week 2: Theory as a Foundation for Academic Advising

Week 3: Components of Advising

Week 4: Legal and Ethical Issues of advising

Week 5: Advising Deliveries models

Week 6: Advanced Advising Practices

Week 7: Wrap up and final paper

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

NO

1. **Department staffing and classroom/lab resources**

Course is fully online

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

NO additional staffing

1. **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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

N/A

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

Advising college students today is more critical than ever before. Advising plays a significant role to university retention and graduation. Developing a theoretical base model, advising students to succeed, understanding legal and ethical issues, advising assessment, and understanding technology related to advising are critical to the college advising.

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

The course supports Educational Leadership, Curriculum and Special Education (ELCSE) and the College Student Personnel Services (CSPS) 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. The development of this course is in response to recent student survey. Students in the program who are not employed in higher education see advising in a college setting as a point of entry to higher education. The course would be available for non-degree seeking students who have college advising responsibility.

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 who want to strategically define their advising role.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **NO** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #19 is “Yes”)**

1. 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.

1. Considering the indicated program-level learning outcome/s (from question #20), 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 #20)** | 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 | Exit survey and practicum evaluation |
| 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**

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

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| **Outcome 1** | Interpret different theoretical and organizational models for advising college students |
| Which learning activities are responsible for this outcome? | Compare and contrast models of academic advising as related to assigned readings. |
| Assessment Measure | Test, power point and development of a personnel theoretical model for advising statement |

*(Repeat if needed for additional outcomes)*

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Evaluate different components of academic advising |
| Which learning activities are responsible for this outcome? | Students will review the different components to academic advising and build a frame work to support their advising style |
| Assessment Measure | Test and position paper |

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| **Outcome 3** | Examine the delivery role of advising |
| Which learning activities are responsible for this outcome? | Student will review information related to different forms of advising delivery, one-to-one, group, and online. |
| Assessment Measure | Test, and power point presentation |

**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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

Page 304 (bottom):

**College Student Personnel Services (CSPS)**

**CSPS 6323. Advising College Students. Examination of the theoretical and organizational models for effective advising, including legal issues, assessment and advising modes of delivery.**

**CSPS 6333. Student Personnel Services in Higher Education** An overview of higher educa­tion with emphasis on student personnel service components.