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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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| Alicia Shaw 10/5/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kimberley Davis 10/4/2021 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Wayne Wilkinson 10/8/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/8/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Lance G. Bryant 10/11/2021**College Dean** | Alan Utter 10/25/2021**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Dr. Kimberley Davis, kimberleydavis@astate.edu, 870-972-3607

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

Summer 2022 (Bulletin year 2021-2022)Enter text...

**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** |  | **HIED** |
| **Number\*** |  | **8253** |
| **Title** |  | **Higher Education Policy and Law** |
| **Description\*\*** |  | **This course familiarizes students with statutory and case law that have implications for higher education administrators and policy makers with emphasis on such areas as employment, including affirmative action, dismissal, contracts, tenure, civil rights, due process, and student rights.**  |

 ***\**** (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]**

(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. YES Are there any prerequisites?
	1. If yes, which ones?

Admission to the doctoral program

* 1. Why or why not?
1. YES Is this course restricted to a specific major?
	1. If yes, which major? Ed.D. in Educational Leadership, Higher Education Emphasis
2. **Proposed course frequency [Modification requested? Yes/No]**

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

Not applicable

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 only

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.

 Enter text...

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

 Enter text...

1. Yes Is this course in support of a new program?

a. If yes, what program?

 Ed.D. in Educational Leadership, Higher Education Emphasis

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?

Enter text...

**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 Law and Higher Education

Week 2 College and Government

Week 3 Legal Status of Faculty

Week 4 Legal Status of Students and Student Orgs

Week 5 Student and Faculty Academic Rights and Freedom of Speech

Week 6 Student Conduct and Discipline

Week 7 Institutional Tort and Employee Liability

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

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

None

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

One Faculty member

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

 NO

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)

Enter text...

**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)

 The Ed.D. in Educational Leadership is adding an additional emphasis in Higher Education. The proposed new course would be responsible for disseminating knowledge about policy and law in higher education.

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 new emphasis in Higher Education includes course work designed to prepare educational leaders for higher education settings. This course offers the knowledge necessary for higher education leaders to learn about policy and law within higher education.

c. Student population served.

Students in the Ed.D. in Educational Leadership, Higher Education Emphasis program

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

The program is a graduate-level only program.

**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 #18 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?

**Content Expertise: Demonstrate an understanding of the administration of colleges and universities in modern-day America, including the roles and functions of the major administrative units and the interests of key stakeholders.**

1. Considering the indicated program-level learning outcome/s (from question #19), 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 D (from question #19)** | **Content Expertise: Demonstrate an understanding of the administration of colleges and universities in modern-day America, including the roles and functions of the major administrative units and the interests of key stakeholders.** |
| Assessment Measure | Direct: HIED 8203 Higher Education Assessment and Accreditation-Generic Comprehensive Assessment PlanHIED 8343 Higher Education Finance-Higher Education Funding Plan ProposalCourse assignments from HIED 8253 Higher Education Policy and Law-Higher Education Policy Analysis AssignmentIndirect: Doctoral Student Dispositions checklist |
| Assessment Timetable | **2023-2024** |
| Who is responsible for assessing and reporting on the results? | **The course instructor will assess the final documents and report the results to the department assessment lead. The department assessment lead will be responsible for all tasks related to assessment reports and action plans.** |

 *(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** | Explain statutory case law and higher education policies and relate understanding to decision-making.  |
| Which learning activities are responsible for this outcome? | Defining legal terms, course readings, discussions, and assignments |
| Assessment Measure  | **Mini Case Study Analysis** |
| Assessment Measure | Discussion Board |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Identify the sources of law that affect educational institutions of higher education in the United States.  |
| Which learning activities are responsible for this outcome? | Defining legal terms, course readings, discussions, and assignments |
| Assessment Measure  | Mini Case Study Analysis |
| Assessment Measure | **Discussion Board** |

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| **Outcome 3** | Understand the meaning of rights for students, instructors and staff as provided by the United States Constitution, and federal and state statutes.  |
| Which learning activities are responsible for this outcome? | Defining legal terms, course readings, discussions, and assignments |
| Assessment Measure  | Concept Mapping Assignment |
| Assessment Measure | **Mini Case Study Analysis** |

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| **Outcome 4** | Apply rulings and court decisions to local situations in college and universities.  |
| Which learning activities are responsible for this outcome? | Defining legal terms, course readings, discussions, and assignments |
| Assessment Measure  | Discussion Board |
| Assessment Measure | **Final Comprehensive Case Study Analysis** |

**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.**  |

**HIED 8203 Higher Education Policy and Law.This course familiarizes students with statutory and case law that have implications for higher education administrators and policy makers with emphasis on such areas as employment, including affirmative action, dismissal, contracts, tenure, civil rights, due process, and student rights.**