|  |
| --- |
| 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**

|  |
| --- |
| **[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.

|  |  |
| --- | --- |
| 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.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **HIED** |
| **Number\*** |  | **8203** |
| **Title** |  | **Higher Education Assessment and Accreditation** |
| **Description\*\*** |  | The course explores assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can align programs with the goals and values of the institution, while satisfying accreditation requirements. |

 ***\**** (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 Introduction to Assessment and Accreditation

Week 2 Assessment Models, Processes, and Stakeholders

Week 3 Assessment Essentials, Expectations, and Measures

Week 4 Liberal and General Education, Assignments, Direct Assessments

Week 5 Assessment of Academic Programs and Non-Academic Services

Week 6 Direct and Indirect National and Local Assessments

Week 7 Institutional Effectiveness

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 to doctoral students about assessment and accreditation 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. Please paste mission here….

 The new emphasis in Higher Education includes course work designed to prepare educational leaders for higher education settings. This course offers the foundational knowledge necessary to lead assessment and accreditation efforts within higher education, which aligns with continuous improvement.

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.*

|  |  |
| --- | --- |
| **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 | **The assessment will occur in the tenth (final) semester of the student’s doctoral program. It will be a six semester-hour course and will be the only course the student will complete in the final semester of the doctoral program.** 2023-24 |
| 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?

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate knowledge of research regarding higher education assessment, planning, and accreditation. |
| Which learning activities are responsible for this outcome? | Course readings and viewing, discussion boards, and assignments |
| Assessment Measure  |  **Assessment Planning ad Accreditation Mini Lit Review** |
| Assessment Measure |  **Discussion boards** |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Analyze the importance of alignment between institutional mission, values, goals, and expected student learning outcomes within the higher education context and how assessment can be used to align programs with institutional mission and values. |
| Which learning activities are responsible for this outcome? | Course readings and viewing, discussion boards, and assignments |
| Assessment Measure  | Institutional Effectiveness Assignment |
| Assessment Measure | **Discussion Boards** |

|  |  |
| --- | --- |
| **Outcome 3** | Examine ways that assessment can help institutions meet the requirements of regional and programmatic accreditors, as well as federal and state governmental entities. |
| Which learning activities are responsible for this outcome? | Course readings and viewing, discussion boards, and assignments |
| Assessment Measure  | Assessment Models, Processes, and Stakeholders Assignment  |
| Assessment Measure | **Discussion Boards** |

|  |  |
| --- | --- |
| **Outcome 4** | Evaluate how assessment programs lead to continuous measureable improvements in student services, programs, and learning at all levels of the institution. |
| Which learning activities are responsible for this outcome? | Course readings and viewing, discussion boards, and assignments |
| Assessment Measure  | Research Paper: Assessment of Academic Programs and Non-Academic Services Assignment |
| Assessment Measure | **Discussion Board** |

|  |  |
| --- | --- |
| **Outcome 5** | Create a generic comprehensive assessment model that aligns with institutional goals and values, and results in continuous improvement. |
| Which learning activities are responsible for this outcome? | Course readings and viewing, discussion boards, and assignments |
| Assessment Measure  | Generic Comprehensive Assessment Plan |
| Assessment Measure | **Discussion Board** |

**Bulletin Changes**

|  |
| --- |
| **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 Assessment and Accreditation.** The course explores assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can align programs with the goals and values of the institution, while satisfying accreditation requirements.