

HIED 652 – Foundations of Enrollment Management (6 Credit Hours)

Welcome to this course. We hope this syllabus provides the information you need to get started in the course. Our hope is that you will find the content meaningful and helpful as you strive to understand the business of enrollment management. Please let us know if you have questions or need anything as you progress through the course. Blessings on your learning!

Mission Statements:

These statements are presented to provide a sense of what guides us as a university and as educators. In short, we are here to serve you throughout your learning experience.

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Education & Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Instructor Information:

A lead teacher and a facilitator will guide you through this course. Each is available to you by email and, if necessary, by phone. The facilitator addresses your day-to-day needs within the course and is your primary contact person; the lead teacher is assigned to multiple sections of the course and works in a supervisory role. You should have introductory news forum posts from each very shortly. For additional brief introductions to the lead teacher and the facilitator, please select their names under the "Participants" tab on the course home page.

About your lead teacher:

Dr. Jason Morris

E-mail: morrisj@acu.edu

Cell Phone: 325-733-5165

Office Phone: (325) 674-2830

On-Campus Office Location: Zellner 121

Office Hours: MWF, 9a-4p

About your facilitator:

Mr. Corey Patterson

E-mail: pattersonc@acu.edu

Cell Phone: 325-201-3807

Office Phone: (325) 674-6566

On-Campus Office Location: Brown Library, rm. 319E

Office Hours: MWF, 9a-4p (always available via email or text)

Attendance:

About Online Learning

Welcome to the online classroom! It's really more than a single room. This multi-dimensional learning environment has been designed to stimulate your thoughts and to assist you in building relationships with your professor and fellow students. This course does require reading, analysis of video and podcasts, interaction with others, and individual written assignments. As in any class, you have to complete your work to get a satisfactory grade. Yet, you do have the flexibility to carry your classroom with you. Make good use of your time. If possible, complete your assignments early.

About Discussions

This course uses a discussion board to simulate a traditional classroom academic discourse in an asynchronous environment. In a discussion board, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module.

In a typical classroom many students do not participate in class discussion. Many prefer to read the textbooks, listen to the lecture and let the more outspoken students speak for them. In the online classroom ALL students participate. In fact, as graduate students you will learn as much, if not more, from your fellow students as they share their understanding of the module materials and share personal and workplace experiences.

Students are expected to respond to other postings using any or all of the following techniques.

- Making references to the text and other readings
- Bringing in outside research
- Sharing personal workplace experiences
- Supporting and challenging one another

Your initial posting should be submitted in the discussion forum by Wednesday of each week (see calendar).

Course Information:

Catalog Course Description

This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

Prerequisites Required for this Course:

None.

Main Topics/Outline

- Module 1 - Definition, History and Trends of Enrollment Management
- Module 2 - Organizational Analysis
- Module 3 & 4 - Leadership and Teamwork
- Module 5 & 6 - Strategic Planning and Setting Enrollment Goals and Targets
- Module 7 & 8 - Pricing, Financial Aid and the Problem of College Debt

Course Format

This course is presented in an online format. At this point, you have probably developed some online skills and will quickly learn to navigate your way around our virtual classroom.

Our class will utilize a learning management system to disseminate information, conduct discussion, and provide feedback to one another about what we are learning. As a result, there is no "synchronous" time that we will meet during the week. Therefore, you may work at your pace and on your schedule (for the most part). There are guidelines to when posts and assignments must be submitted, but the flexibility provided through the online format should be enriching and rewarding.

As illustrated by the information towards the end of this syllabus, a typical week may include any or all of the following:

- Selected readings
- Video Lecture
- Discussion
- Article Review
- Short Paper
- Weekly Reflection

We have invested a great deal of time and effort into making this an effective learning environment. Remember that the courses in this program are designed with a high degree of interaction required between you, your fellow classmates, and your facilitator. Please pay close attention to the course calendar and the assignments.

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of video and podcasts, interaction with others, and individual written assignments. As in any class, you have to complete your work to get a satisfactory grade. Yet, you do have the flexibility to carry your classroom with you. Make good use of your time. If possible, complete your assignments early.

Faith and Learning

While training students to be high functioning educational practitioners, it is our desire to help students integrate elements of Christian faith into their learning and practice. It is our hope that while in our program, students are challenged by Matthew 22:37, "Love the Lord your God with all your heart and with all your soul and with all your mind."

Overall Outcomes and Competencies

During this course, students will learn and demonstrate an understanding of several topics that provide the foundation for successful enrollment management. These topics include:

Competencies	Learning experience(s) to ensure competency
Students will describe and discuss the business of enrollment management	Assignment 1: What do you bring to the table Assignment 2: Interview an Enrollment Management Professional
Students will review the history of enrollment management and illustrate the evolution of the field	Assignment 3: Assessing the History, Concepts and State of Enrollment Management
Students will examine trends in higher education, pricing, and enrollment management	Assignment 3: Assessing the History, Concepts and State of Enrollment Management, Assignment 20: Response Paper - Trends in Pricing and Costs
Students will recognize the importance of enrollment team dynamics	Assignment 4: A Model for Analyzing your Organization Assignment 7 – Empowering Your Team Assignment 9 – Exploring Teamwork Through Film
Students will discover the importance of enrollment	Assignment 10: Achieving Clarity

strategy and recognize the critical nature of strategic enrollment planning	on Enrollment Goals and Institutional Priorities Assignment 11 – Article Review: Hooper and Supiano Assignment 12: Case Study - Everett Community College Assignment 13 – Setting Enrollment Targets Assignment 14 – Response Paper – Enrollment Targets Assignment 15 – The Hundrieser Text Assignment 16 – Book Review
Students will develop their own leadership skills while appraising their own potential for influencing their institution	Assignment 6: Your Organizational Fit Assignment 5 – SWOT Project Assignment 8: Article Review - The Quick Wins Paradox
Understand the sources and uses of financial aid	Assignment 17: Discussion: Trends in Financial Aid Assignment 20: Response Paper - Trends in Pricing and Costs
Understand the trends in tuition pricing and the college debt crisis.	Assignment 18: Discussion: My response to “Ivory Tower” Assignment 19: Ivory Tower Film Summary Assignment 20: Response Paper - Trends in Pricing and Costs

Texts and Media

Texts

- Black, J. (ed) (2004). *Essentials of enrollment management: cases in the field*. Washington DC: American Association of Collegiate Registrars and Admissions Officers.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership. (1 ed.)*. New York: Gallup Press.
- Maxwell, J. (2001). *The 17 indisputable laws of teamwork*. Nashville: Thomas Nelson.
- Hossler, D., & Bean, J. (1990). *The strategic management of college enrollments*. (pp. 21-43). San Francisco, CA: Jossey-Bass.

- Ward, J. (2005). Enrollment management: Key elements for building and implementing an enrollment plan. *College and University*, 80(4).
- Crockett, K., Christiansen, D., Golden, T., & Hundreiser, J. (2012). J. Hundreiser (Ed.), *Strategic enrollment planning: A dynamic collaboration* (1st ed.). Coralville, IA: Noel-Levitz, Inc.

Media

- Howard, R. (Director). (1995). Apollo 13. Universal Pictures. (You will need to rent or buy this movie for use in Module 3 (Assignment 9).

In addition, many academic and popular journal articles will be used throughout the course.

Note: Students wishing to purchase texts in electronic format are responsible for locating the correct material. In addition to the title and author, check the date of publication.

Grades

Assignments	Point Value
Module 1--Assignment 1: What do you bring to the table?	25
Module 1--Assignment 2: Interview an Enrollment Management Professional	75
Module 1--Assignment 3: Assessing the History, Concepts and State of Enrollment Management	50
Module 2--Assignment 4: Discussion - A model for analyzing your organization	25
Module 2--Assignment 5: SWOT Project	100
Module 2--Assignment 6: Your Organizational Fit	50
Module 3--Assignment 7: Discussion - Empowering your team	25
Module 3--Assignment 8: Article Review - The Quick Wins Paradox	50
Module 3--Assignment 9: Exploring Teamwork Through Film	100

Module 4--Assignment 10: Discussion: Achieving clarity on enrollment goals and institutional priorities	75
Module 4--Assignment 11: Article Review - Hooper and Supiano	50
Module 4--Assignment 12: Case Study - Everett Community College	100
Module 5--Assignment 13 – Discussion: Setting Enrollment Targets	25
Module 5--Assignment 14: Response Paper - Enrollment Targets	100
Module 6 --Assignment 15: Discussion - The Hundrieser text	25
Module 6--Assignment 16: Book Review	100
Module 7--Assignment 17: Discussion: Trends in Financial Aid	25
Module 7--Assignment 18: Discussion: My response to “Ivory Tower”	25
Module 7--Assignment 19: Ivory Tower Film Summary	100
Module 8--Assignment 20: Response Paper - Trends in Pricing and Costs	100
Module 8--Assignment 21: e-portfolio	100
Course Evaluation	—
Total	1325

Grading Scale

Grade	Points Earned
A	1200-1325
B	1060-1199
C	925-1059
D	795-924
F	<795

Assignment Calendar

Please be aware, that the lead teacher reserves the right to modify the calendar of events as

situations warrant. In the event of changes, adequate advance communication will be provided.

Please note: All modules will open on **Monday, August 17, 2015 at 8:00 a.m.** in order that you can review is coming in future modules. However, please resist the temptation to work ahead. Discussions and assignments have been designed to occur in the weeks designated. Therefore, we ask that you do not submit class discussion posts and/or submit assignments before the week they are due. Thank you for your cooperation.

Module	Opens	Assignments	Due Date
1	Monday, August 17	Assignments 1 - 3	Monday, August 24
2	Monday, August 24	Assignments 4 - 6	Monday, August 31
3	Monday, August 31	Assignments 7 - 9	Monday, September 7
4	Monday, September 7	Assignments 10 - 12	Monday, September 14
5	Monday, September 14	Assignments 13 - 14	Monday, September 21
6	Monday, September 21	Assignments 15 - 16	Monday, September 28
7	Monday, September 28	Assignment 17 - 19	Monday, October 5
8	Monday, October 5	Assignment 20 - 21	Monday, October 12
		Course Evaluation	Monday June 23

Course Evaluation

The Course Evaluation is designed to give students an opportunity to share anonymously their course experience. Near the end of the course the evaluation form will become available at the bottom of the course outline page. The students are asked to take some time to complete the form and submit it by the end of the last week of class. We expect this information to be useful in continually improving education at ACU

Course Policies:

Late Work

While the online learning environment is designed to be flexible and convenient, you must give

special attention to the schedule of assignments. You should pay special note to the following policies.

Team activities such as discussion boards and wikis require diligence on your part. Your colleagues are depending on you to post on time so they can complete their assignments. Pay particular attention to the instructions for team activities. Late initial posts to the discussion board or failure to participate in a timely manner will result in a reduction of points to the course participation grade. Further, you may receive a reduction of points as a result of evaluations made by your classmates resulting from your failure to participate in group assignments in a timely manner.

Late work is subject to a reduction in points for that assignment. When an assignment is due on a particular date, all work pertaining to that assignment must be completed and submitted to the facilitator in accordance with the instructions for that assignment by 8 a.m. Central Time the day following the date the assignment was due.

Incomplete Policy

ACU Online policy states that all required work for an online course must be completed within the time framework established by that particular course's assignment calendar. **Neither the facilitator nor the lead teacher is allowed to enter a grade of "Incomplete" for any student.**

No grade of Incomplete will be given as a final course grade. A student will receive the grade earned at the conclusion of the course. In extreme circumstances, the student may request additional time to complete course assignments from the lead teacher. This request must be submitted in writing during the course term. The request must include the circumstances that have led to the necessity of the requested extension, along with a detailed plan of action which outlines how each assignment will be completed and proposes a date of completion. This request must be received by the lead teacher before the final day of class. If approved, a submission date will be set by the lead teacher. At the agreed time, the submitted assignments will be graded, and if appropriate, the course grade will be changed.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Academic Policies:

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in Abilene Christian University's academic integrity policy

(http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html), involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God.

Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life Education and Academic Departments.

Plagiarism

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion posting, thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Faculty members monitor student work for evidence of plagiarism.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all

interactions with a tone of congeniality, professional courtesy, morality and Christian standards.

The following items are not considered appropriate.

- Content that may infringe on the rights of a third party.
- Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- Use of marks that signify hate towards another group of people.
- Inappropriate content, nudity or images that defame (deprecate) the human body.
- Content that exploits images or the likenesses of minors.
- Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- Content that glamorizes the use of "hard core" illegal substances and drugs.
- Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow.

The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Sanctions for Flagrant Abuse

If the facilitator and the lead teacher determine that a student has flagrantly abused the conduct standards as delineated above, the lead teacher will submit a request in writing to the department chair that the student be removed from the course with a failing grade. Documentation of the offense(s) must accompany the request. The student will receive a copy of this request as it is submitted. The department chair will make the final decision.

Upon determination by the department chair that the infraction is deliberate and flagrantly abuses the conduct standards, a request will be submitted to the Dean of the Graduate School that the student be removed from the program. The student will receive a copy of this request as it is submitted. If a student is removed from a course or from a program, he or she may appeal the decision using the established ACU academic appeal process at:

<http://www.acu.edu/campusoffices/registrar/suspension.html>

Other Information:

Technical Support

A professional support specialist is available at ACU's Support Center to answer your questions

and help you resolve problems associated with the functionality of the Course Delivery Learning Management System as well as technical problems you may be having with computer hardware or network connections. This service is available 24 hours a day, every day of the year. You can also call the center using the following toll-free number: 1-888-426-1698. Note that both this link and the telephone number appear on the opening page of each course.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIED 652 or Degree Plan(s) HIED

State the requested change and reason. A memo may be attached if more space is necessary.

We now have strong interest to make our Enrollment Management certificate program a track in our Higher Education master's degree. This was our goal from the beginning. To that end, we wish to incorporate the content from the Enrollment Management certificate into a 12-hour (3 course) track in the Higher Ed. Masters. This track aligns and is set up like the current Conflict Resolution track in the degree.

To make this happen, however, HIED 652 will be expanded into a 6-hour offering to mirror CONR 605 in the degree plan. Content from HIED 656 will be infused to beef up the current 652 offering. HIED 654 and 658 (the other two courses in the track), have already been approved by councils, making this the last step to reaching this objective.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Content (substantive change)	A	A	A		I		A
4.	Number of hours (lecture, lab, contact)	A	A	A		A		A
5.	Course number within the hundred	A	A	I		I		I
6.	Course number beyond the hundred	A	A	A		A		A
7.	Prerequisites	A	A	A		I		I
8.	Course fee(s)	A	--	A		--		A
9.	From U to G or G to U	A	A	A		A		A
10.	Cross list with another department: U or G level	A	A	A		A		A
11.	Department of record	A	A	A		A		A
12.	Open or close a course	A	A	A		A		A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

		COUNCIL ³							Board of Trustees			
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD		Provost	Faculty	President
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A

Approval Chart for Curriculum Changes

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

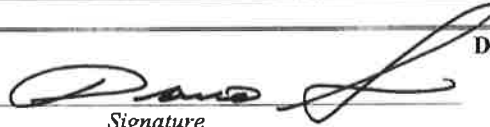
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	8/14/15 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
Jaine Hoff Signature	8/14/15 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-8-15 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Higher Education

Jason Morris, *Graduate Director*

ACU Box 29009

Abilene, Texas 79699-8252

Phone: 325-674-2830

Fax: 325-674-2123

Email: morrisj@acu.edu

Web: highered.acu.edu

Faculty

Jason Morris, *Associate Professor*

Introduction

The Master of Education in Higher Education, with an emphasis in college student affairs and either enrollment management or conflict management, is a 36-hour program designed to prepare students for a professional career in a broad range of higher education settings.

Higher education is understood increasingly as a holistic enterprise that requires not only a traditionally organized discipline-oriented faculty but also a cadre of professionals trained in co-curricular concerns—matters that command great importance in the lives of college students but are not commonly the focus of classroom experiences. This program is designed both for working student development professionals who reside in a higher education setting and need advanced training and for recent college graduates who have an interest in working in higher education.

The program will prepare students to incorporate faith-based principles in professional practice. Graduates will be qualified for roles such as residence life director, academic advisor, international student coordinator, financial aid counselor, intramurals director, career services advisor, and many others. The degree will also provide a solid foundation for future doctoral work in higher education.

This program is designed to provide learning that is both content-based and experiential and that is intentional in its consideration and integration of the role of Christian faith in the work of a higher education professional. Upon completion of this program, students will be knowledgeable about and competent in:

- Resource management in higher education
- Diversity and intercultural issues
- Conflict resolution
- Assessment and evaluation
- Student development
- Legal and ethical issues in higher education
- Student spiritual formation
- Research methodology

Admission Requirements

Admission requirements for the MEd in higher education are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

HIGHER EDUCATION (MED)

Major Code: HIGH

Requirements for the MEd in higher education are:

1. Core Higher Education courses:

HIED 611 Foundations of Higher Education
HIED 613 Introduction to Student Services
HIED 621 Research and Assessment in Higher Education
HIED 622 College Students and Student Developmental Theory
HIED 632 Spiritual Development in College Students
HIED 635 Higher Education Resource Management
HIED 643 Legal and Ethical Issues in Higher Education
HIED 694 HIED Residency (0 hours)
HIED 695 Internship with Embedded Capstone

2. Higher Education Tracks:

Students will choose one of the following tracks as part of their degree:

Conflict Resolution track/courses:

CONR 601 Conflict Theory and Communication (6 hours)
CONR 605 Negotiation and Mediation
CONR 610 Managing Conflict in the Workplace

Or

Enrollment Management track:

HIED 652 Foundations of Enrollment Management (6 hours)
HIED 654 Approaches to Marketing, Recruitment and Selection
HIED 658 Retention and College Student Success

GRADUATE CERTIFICATE ENROLLMENT MANAGEMENT (CER)

Jason Morris, Academic Director
College of Education and Human Services
ACU Box 29009
Abilene, TX 79699

Phone: 325-674-6565

Fax: 325-674-6717

Email: enrollmentmanagement@acu.edu

Web: www.acu.edu/enrollmentmanagement

Faculty

Jason Morris, Ed.D., *Associate Dean, Honors College, Director, Masters Program in Higher Education and Associate Professor of Higher Education*

Mark McCallon, Ed.D., *Associate Professor of Library Science and Assistant Director of Brown Library*

Introduction

The Certification in Enrollment Management (CER-EMC) is offered through the College of Education and Human Services.

The certificate is a 12-credit hour post-baccalaureate certificate. The certificate courses are offered in an online format with a mandatory residency session (offered in Dallas) designed to concentrate on practical skill development.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The mission of the Certificate in Enrollment management is to prepare entry and mid-level enrollment professionals for the ever-changing world of marketing, recruiting and retention of students in the higher education setting.

Primary purposes of the program are to equip and enable graduates who:

- Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.
- Demonstrate an understanding of prospecting and enrollment marketing.
- Administer appropriate admissions decisions strategies related to the recruitment and selection of students.
- Demonstrate an understanding student orientation, advising, retention, and the ongoing management of enrollment.

Course work in this program has been designed to provide students with a depth of knowledge in the theory and practice of enrollment management. The inclusion of pricing, strategy, retention and student services reflects the importance of developing a holistic view of enrollment management within the broader higher education framework. Each student is introduced and immersed into concepts that will develop their capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

Admission requirements for the MEd in higher education are:

Entrance into the program is not limited to any specific undergraduate degree. The admission requirements for the CER-EMC program are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate "B" average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

CERTIFICATE IN ENROLLMENT MANAGEMENT (CER)

Major code: EMC

Requirements for the certificate in enrollment management are:

1. Required (12 hours)

HIED 652 Foundations of Enrollment Management (6 hours)

HIED 654 Approaches to Marketing, Recruitment and Selection

HIED 658 Retention and College Student Success

2. Residency Session at Disney Institute in Anaheim, California

CERTIFICATE IN ENROLLMENT MANAGEMENT (CER)

Major code: EMC

Requirements for the certificate in enrollment management are:

<u>CERTIFICATE REQUIREMENTS</u>	
<u>Major Requirements (12 hours)</u>	
<u>HIED 652 Foundations of Enrollment Management</u>	<u>6</u>
<u>HIED 654 Approaches to Marketing, Recruitment, and Selection</u>	<u>3</u>
<u>HIED 658 Retention and College Student Success</u>	<u>3</u>
<u>Total</u>	<u>12</u>
<u>OTHER GRADUATION REQUIREMENTS</u>	
<u>Residency Session</u>	