



Northeastern University

College of Professional Studies

Graduate School of Education Strategic Leadership in Enrollment Management Course Syllabus Summer 2025 CPS Quarter

Course Information

EDU 6224

4 credit hours

Online

Instructor Information

Full Name: Dr. Alex Fronduto

Email Address: a.fronduto@northeastern.edu

Office Hours: You may schedule an appointment via email.

Technical Requirements

In order to access this course, you will need a NORTHEASTERN UNIVERSITY'S COLLEGE OF PROFESSIONAL STUDIES online **Canvas** account, which can be obtained via the following link: **canvas.northeastern.edu** Additional technical requirements include access to Adobe Acrobat and PowerPoint. Please see the Technical Help section of the course in Canvas.

Note regarding e-mail/voicemail:. Any emails being sent to the whole class will go to your NEU email. It is mandatory you use your NEU/Husky email account when contacting your instructor.

Course Prerequisites

EDU 6204: The Foundations of Higher Education

Course Description

Taught from a systems-thinking perspective, this course examines the multifold strategies in student enrollment, including predictive analytics models, branding and marketing, access and affordability, and communication with internal and external constituents.

Required Course Texts

- Hossler, D. & Bontrager, B. (2014). Handbook of strategic enrollment management. San Francisco, CA: Jossey-Bass. 978-1118819487
- Additional readings posted in Canvas

Program Learning Outcomes

- Analyze law and policy regulations within a higher education context.
- Analyze, generate, and propose innovative solutions to contemporary issues in higher education, driven by data and applied theory.
- Integrate principles of social justice and inclusion for concrete actions in higher education.
- Articulate methods to continuously hone and upgrade professional skills in key higher education competencies.
- Effectively present ideas through multiple mediums for targeted audience in higher education administration.

Course Outcomes

Students will:

- Define key terms involved in enrollment management and apply them to case-based scenarios.
- Assess real-life enrollment patterns, projections, and plans.
- Describe the impact of proper marketing and communication on enrollment
- Examine various methods used for financial aid budgeting and awarding
- Develop an enrollment plan-of-action utilizing data-driven decision making.

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities and complete assignments for throughout the course. Contact the instructor as soon as you know there may be a delay.

Policy on late work

Students must submit assignments by the deadline in the time zone (Eastern Standard Time) noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded. Late discussion board posts are not accepted after the week the discussion takes place in. For example, posts to the Week 1 discussion board in Week 2 will not receive credit. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Faculty / Student Communications

Students can expect that emails will be answered within 48 business hours. Students should email the instructor to request a phone or video meeting. Meetings will be scheduled within 5 business days of the communication.

Course Methodology

Course Assignments: Students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards

All assignments including discussion board participation will be graded using rubrics provided to students via Blackboard. The value of each assignment is designated below. Late work will not be accepted if the instructor is not notified prior to the due date. Assignments submitted up to 7 days past the due date will be graded for a maximum of half credit. After the 7 days assignments will not be graded unless arrangements have been made with the instructor. Discussion board postings cannot be made up. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Grade Breakdown

Assignment	Due Date	Percent of Final Grade
Discussion Boards	Weekly (except Weeks 3, 5 & 7) Initial post due by Thursday at 11:59 PM EST. Follow up discussion due by Sunday at 11:59 PM EST	30%
Case Studies and Reflections	Throughout Course – Posted in Canvas	10%
Part 1 of Signature Assignment	Sunday of Week 3 (July 27) *	20%
Part 2 of Signature Assignment	Sunday of Week 5 (August 10) *	20%
Part 3 of Signature Assignment: Final Group Project	Sunday of Week 7 (August 24) *	20%
	<i>*All assignments due at 11:59 PM EST</i>	

Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below F
		84-86.9%	B	74-76.9%	C	
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-	

ePortfolio (including Final Reflection)

Your Signature Assignment will be uploaded via your ePortfolio. You will include a final reflection of your learning in the course, as well. In order to receive your final grade, both assignments and reflection must be submitted by the deadline.

Discussion Board

Northeastern Online requires that students participate in discussions each week. Unless otherwise noted, it is expected that at a minimum a student will post at least one comment and respond to at least two classmates' posts.

- Initial post(s) are due by Thursday at 11:59 p.m. EST.
- You should respond to **at least two** of your classmates' posts (unless otherwise specified) by Sunday at 11:59 p.m. EST.

You will be expected to be an active participant in the course and your level of participation and quality of your argument/comment may determine the total points you will be awarded for the discussion part of your grade. It is vital that you keep up with the readings and respond in the manner and time requested as the majority of the discussion will emanate from the reading material. In addition to the three required posts, your discussion will be graded based on the quality of your participation. Simply agreeing or disagreeing with a statement made in the book or by your peers is not sufficient.

Your responses should be respectful, substantive, and **must** refer to the literature on the topic. You may present another point of view or a connected idea. The goal is to engage in scholarly conversation with other learners, and extend the ideas in the first posts to a deeper level: apply, evaluate, and synthesize ideas. Begin by reading everyone's posts and then select one that resonates with something you find particularly interesting or related to your experience or research.

The Discussion Board is a space for academic exchanges. As a result, you must check for punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.

In the discussion board and in class high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions, but also your classmates' contributions.

GSE Masters Programs: AI Statement

USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS IN THIS COURSE:

Artificial Intelligence (AI) is rapidly changing the academic landscape, offering both opportunities and challenges for learners and learning environments. AI can simplify the research process, personalize learning, provide cutting-edge technological tools, and enhance collaboration, creativity, and problem-solving. However, AI tools also have the potential to compromise academic integrity and originality when misused. Examples of such misuse include uncritical reliance on AI, plagiarism, claiming AI-generated content as one's own, bypassing the learning process, cheating on assignments or class discussions, or manipulating sensitive data in unethical ways.

As a student in the Graduate School of Education (GSE), you are responsible for maintaining the intellectual

rigor of your work at all times. This includes the ability to articulate, defend, and explain all aspects of your work, while engaging authentically and genuinely in every academic endeavor. You are expected to develop and submit original written documents and other assignments for this course.

The use of AI tools is prohibited for the generation of any written assignment components, including sentences, paragraphs, essays, papers, discussion posts, or scripts.

The use of AI tools is permitted in the following cases:

- **Searching for sources:** You must cite any sources found through AI tools. You are responsible for critically evaluating the validity of these sources and determining how to incorporate them into your work.
- **Copy editing:** AI tools may assist in reviewing and refining content (e.g., grammar, spelling, style adherence).

All uses of generative AI tools must be disclosed in any written documents or assignments. You may modify the following statement as needed for your specific situation:

"I acknowledge the use of Generative AI tools (NAME TOOLS) for brainstorming ideas and suggesting edits (OR OTHER USES) to improve the clarity and flow of this work. However, the final content is my own original writing, and I have verified all research and information against credible sources."

***Note:** ChatGPT was used to brainstorm ideas and for copy editing in the above writing. The final content is original writing, verified against credible sources.*

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at

<https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**.

For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your email account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Student Well-Being

All students have access to We Care – 617-373-7591 wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international) <https://www.northeastern.edu/uhrs/find-at-northeastern/>

Belonging at Northeastern University

Northeastern University seeks to foster a community of belonging. Our university is stronger as a result of the varied backgrounds, experiences, and perspectives that the members of our global community bring to the pursuit of knowledge.

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit
<http://subjectguides.lib.neu.edu/edresearch>.

Northeastern University Online Canvas Technical Help

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online [Support Center](#). Support via e-mail is also available within one business day at NUOnline@neu.edu.

Wyzant Tutoring Services

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's [Canvas](#) platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, ***confidential*** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhrs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within ***The Office for Gender Equity and Compliance*** at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/ouec for a complete list of reporting options and resources both on- and off-campus.

Overview Course Schedule

Below provides a high-level overview of what topics will be covered each week and the assignments due. Please check Canvas and your NEU email consistently for updates.

Week	Topic Content	Major Assignments/Deadlines
Unit 1 – Introduction to Enrollment Management and its History		
Week 1:	History of Enrollment Management & Current Issues within Enrollment Management	Text Reading: Chapters 1-4; p. 588 & Outside Sources: posted in Canvas Discussion Board: Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Unit 2 – Marketing, Communication, and Branding		
Week 2:	Student Populations & How to Communicate to them	Text Reading: Chapters 5-7 & Outside Sources: posted in Canvas Discussion Board: Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 3:	Communication Plans and Tracks	Text Reading: Chapter 8 & Outside Sources: posted in Canvas No Discussion Board Part 1 of Signature Assignment due Sunday, July 27 11:59 p.m. EST
Unit 3 – Financial Aid, Affordability, and Access		
Week 4:	Financial Aid Overview	Text Reading: Chapters 9-12 & Outside Sources: posted in Canvas

		Discussion Board: Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 5:	Financial Aid and Access	Text Reading: Chapters 21 & Outside Sources: posted in Canvas No Discussion Board Part 2 of Signature Assignment due Sunday, August 10 11:59 p.m. EST
Unit 4 – Predictive Analytics Modeling		
Week 6:	Introduction to Enrollment Statistics & Models for Enrollment Management	Text Reading: Chapters 19, 22, 23-26 & Outside Sources: posted in Canvas Discussion Board: Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 7:	Application of Predictive Analytics	Text Reading: None & Outside Sources: posted in Canvas No Discussion Board Part 3 of Signature Assignment due Sunday, August 24 11:59 p.m. EST
Unit 5 – Melt Prevention and Matriculation		
Week 8:	Melt Prevention and Matriculation & Final Projects and Reflection	Text Reading: Chapters 20; 27-30 & Outside Sources: posted in Canvas Discussion Board: Responses to group presentations (at least 2) due by Thursday 11:59 p.m. EST

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Students in EDU 6224 should refrain from reposting or copying classmates' or instructors' statements, written discussion posts, video recordings, and other class material to online and social media forums without individual permission.

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.