GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course   Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: ugradcouncil.tcu.edu/forms/Course Component Types.pdf

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University?   Yes   No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature: *Ashley Tull*

EDHE 61183 Example Learning Outcomes (Will Look Slightly Different for Each Special Topic)

As a result of participating in this course, students will be able to:

- Describe the mission, programs, organization, and role of the two-year college in the American higher educational system.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
    - Mission Statements assignment
- Identify the historical, social, and educational events and forces that influenced the development and expansion of the two-year college.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
- Summarize and assess the two-year college's organizational patterns, financial structures, and governance at the state and local levels.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
    - Guest Speaker presentations
- Describe and evaluate the various curricula, special programs, and services provided by the two-year college.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
    - Guest Speaker presentations
    - Community College Event Attendance assignment
- Examine and appraise the nature, special needs, and interests of two-year college students, faculty, administrators, and various stakeholders.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
    - Guest Speaker presentations
    - Guest Speakers Reflection Paper assignment
    - Current Events Facilitation assignment
    - Interview with Higher Education/Student Affairs Practitioner Paper assignment
- Analyze and evaluate significant issues, problems, and possibilities that confront administrators of student affairs organizations at two-year colleges.
    - In-class discussions of readings
    - Book Chapter Presentation assignment
    - Guest Speaker presentations
    - Current Events Facilitation assignment
    - Interview with Higher Education/Student Affairs Practitioner Paper assignment
    - Community College Issue Research Paper and Poster Presentation assignment
- Gain a better understanding of the potential career opportunities in student affairs at two-year colleges.
    - Guest Speaker presentations
    - Guest Speakers Reflection Paper assignment
    - Interview with Higher Education/Student Affairs Practitioner Paper assignment

- Demonstrate an understanding of contemporary issues, trends, problems, and challenges of leaders in higher education.
  - In-class discussions of readings
  - Guest Speaker presentations
  - Guest Speakers Reflection Paper assignment
  - Current Events Facilitation assignment
  - Interview with Higher Education/Student Affairs Practitioner Paper assignment
  - Community College Issue Research Paper and Poster Presentation assignment
- Assess and employ reflective and effective practices for a professional in higher education/student affairs.
  - In-class discussions of readings
  - Reflection Paper assignments
- Demonstrate professional-level communication in both oral and written form.
  - In-class discussions
  - All presentations
  - All written assignments
- Practice skills of analysis, synthesis, and communication (oral and written) related to higher education and student affairs issues.
  - In-class discussions
  - All presentations
  - All written assignments
- Navigate the library's website to find peer-reviewed scholarly articles.
  - Community College Issue Research Paper and Poster Presentation assignment
  - Give students article citations and they have to use library resources to find it

EDHE 61183: Special Topics in Higher Education: Community Colleges

Instructor Name:
Semester and Year:
Number of Credits: 3
Class Location:
Class Meeting Day & Time:
Zoom Access Information: Zoom sessions will be scheduled via D2L, if needed.
Office Location:
Office Hours:
Telephone:
Email:
Response Time:

Final Exam Date & Other Important Dates

Final Exam
There is no formal final exam; rather, there will be two culminating projects at the end of the semester. Your Community College Issue Poster Presentation is due on XXXX and your Community College Issue Research Paper is due on XXXX.

Other
XXXX

Course Description

Catalog Description
A series of seminar classes that explore topics of interest in higher education. Through these topics, students will be introduced to key issues affecting higher education and its various constituents and stakeholders. Topics will vary. May be repeated for credit.

Course-Specific Description
The purpose of this course it to develop student knowledge and understanding of the mission, philosophy, historical evolution, and structure of the American community college as an innovation in U.S. higher education. Students will gain a perspective on the social, economic, political, and educational factors that influenced the creation, development, and functions of community colleges. Attention will also be directed toward the programs, services, and constituencies that are part of the two-year educational institution, as well as critiques of its role. These understandings will assist higher education students in placing community colleges in the larger American education context.

Significance and Relevance of Course
This class will provide a framework for the role of higher education administration at the community college level. Understanding the intricacies and complexities of this field and how it relates to community colleges specifically, as explored in this class, will be foundational to professional and career development. This

syllabus represents my current plans and objectives. As we work through the semester together, plans may need to change to enhance learning opportunities and experiences. Such changes will be clearly communicated with plenty of notice.

Learning Outcomes

As a result of participating in this course, students will be able to:
- Describe the mission, programs, organization, and role of the two-year college in the American higher educational system.
- Identify the historical, social, and educational events and forces that influenced the development and expansion of the two-year college.
- Summarize and assess the two-year college's organizational patterns, financial structures, and governance at the state and local levels.
- Describe and evaluate the various curricula, special programs, and services provided by the two-year college.
- Examine and appraise the nature, special needs, and interests of two-year college students, faculty, administrators, and various stakeholders.
- Analyze and evaluate significant issues, problems, and possibilities that confront administrators of student affairs organizations at two-year colleges.
- Gain a better understanding of the potential career opportunities in student affairs at two-year colleges.
- Demonstrate an understanding of contemporary issues, trends, problems, and challenges of leaders in higher education.
- Assess and employ reflective and effective practices for a professional in higher education/student affairs.
- Demonstrate professional-level communication in both oral and written form.
- Practice skills of analysis, synthesis, and communication (oral and written) related to higher education and student affairs issues.
- Navigate the library's website to find peer-reviewed scholarly articles.

Prerequisites

Admission to the graduate school.

Required Texts/Materials*

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college* (6th ed.). San Francisco, CA: Jossey-Bass. [ISBN: 978-1118449813]

Levin, J. S., & Kater, S. (Eds.). (2018). *Understanding community colleges* (2nd ed.). New York, NY: Routledge. [ISBN: 978-1138288133]

Tull, A., Kuk, L., & Dalpes, P. (Eds.). (2015). *Handbook for student affairs in community colleges.* Stylus Publishing, LLC. [ISBN: 978-1620362044]

* Additional and supplementary resources will be posted on D2L, as appropriate.

Recommended Texts/Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. [ISBN: 978-1433832161]

Teaching Philosophy

XXXX

Instructional Methods

This is a master's level course that focuses on reading, classroom discussion, presentations, individual analysis, and writing to gather a full understanding of the two-year college (community and technical colleges). This course will be conducted in a seminar fashion with a responsibility of all students to contribute during each class session.

Class sessions will consist of instructor-led discussion and activities; student-led discussion and activities; and presentations by students and guest experts. Students are expected to actively engage in discussion and debate. We will learn from the insights and experiences of each other, so active participation is important.

Course Assignments, Point Values, and Schedule

Attendance, Preparation, and Participation (20 points)
You are expected to attend every class meeting. Sharing ideas, discussing opinions, and interpreting readings with your peers is an important part of graduate education. It is expected that all readings and assignments are completed prior to the start of class so that you may fully engage in conversations and presentations. Additionally, class participation is instrumental to not only your learning and development but also the learning and development of your colleagues. Active engagement is expected of graduate students. Participation will be evaluated on quality, impact, and frequency of contributions as well as active listening.

Current Events Facilitation (5 points – various due dates)
Upload current events article (or link to the article) to D2L. Bring enough hard copies to share with each classmate.
You will facilitate a conversation regarding a current event that directly involves community or technical colleges or that impacts students or other key stakeholders at two-year institutions. Current event topics can be found through *The Chronicle of Higher Education*, *Inside Higher Ed*, and *The Texas Tribune*, to name just a few resources.

Book Chapter Presentation (10 points – various due dates)
APA formatting not required
You will be responsible for facilitating discussion on your assigned readings. Your discussion facilitation should be no longer than 35 minutes which includes time for questions and comments at the end. There is no need to summarize the assigned readings as your classmates are expected to have already read in preparation for the presentation and discussion. Develop discussion questions that are thought-provoking and make

connections between the readings and how higher education/student affairs professionals can use this information. Upload any presentation collateral to D2L.

Reflection Papers
While these reflections should be written in the first-person and include your individual perspective, they should still be written in an academic tone, using APA format. Upload documents to D2L.

- **Community College Musings (4 points – due by 5:00 PM on XXXX)**
  2-3 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
  Did you attend a community college? Why or why not? Have you worked or thought about working at a community college? Why or why not? What do you know (or think you know) about community colleges?

- **Guest Speakers (6 points – due by 5:00 PM on XXXX)**
  4-5 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
  Reflect on the conversations we have had with our guest speakers. What themes emerged from the conversations? What did you learn from them? Were the topics from our course readings and discussions reflected in the stories shared by our guest speakers? Did anything they share change your viewpoint and understanding of community colleges?

- **Community College Event Attendance (6 points – due by 5:00 PM on XXXX)**
  2-3 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
  Attend an event at a community college (in-person or virtual). What was the event? What were the learning outcomes of the event? Why did you choose this event? What did you learn as a result of attending this event (whether that be how event programming looks on a community college campus or learning something from the event content itself)?

Questions for Discussion (Levin & Kater)
2-3 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
This activity will help you synthesize information from the chapters. Answer the questions thoughtfully and completely. Upload documents to D2L.

- **Chapter 3, Question 3 (2 points - due by 5:00 PM on XXXX)**
- **Chapter 11, Questions 2 (2 points – due by 5:00 PM on XXXX)**
- **Chapter 2, Question 3 (2 points - due by 5:00 PM on XXXX)**

Mission Statements (5 points – due by 5:00 PM on XXXX)
APA formatting not required
Find the institution and student affairs mission statements for 5 different community colleges (Carnegie classification: associate's college). Consider looking at institutions where you might want to work or finding institutions in a city you would like to live. Upload document to D2L as well as bring four printouts to class to be used for an in-class activity.

Interview with Higher Education/Student Affairs Practitioner Paper (10 points – due by 5:00 PM on XXXX)
5-7 pages, 12-point Times New Roman font, 1-inch margins, APA formatting

You will interview an entry-level higher education/student affairs administrator (Assistant Director or below) at a community college that you have not personally attended for any of your education or worked at for any of your professional career. It is encouraged that you choose a functional area in which you are interested in working upon graduation.

As a class, we will brainstorm potential interview questions for you to ask of your interviewee. You are, of course, able to ask additional questions outside the ones brainstormed in class. The interview can take place in-person or via Zoom/Teams. You will write a report of the interview that addresses your findings as well as connect responses to the readings and conversations up to this point in the semester. Please ensure that the interviewee agrees for their name, position, and college to be used in your paper and during class discussions.

Be prepared to discuss in-class your top 2 takeaways from your interview. Include the field notes or transcription of your interview; this additional documentation will not count towards your final page count. Upload all documents to D2L.

Community College Issue
This project will have several parts with several due dates throughout the semester. Upload all documents to D2L.

- **Community College Issue Research Paper Proposal (3 points – due by 5:00 PM on XXXX)**
  1-2 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
  Identify an issue or problem impacting community colleges. The proposal should be a succinct overview of the problem you want to study.

- **Community College Issue Poster Presentation (10 points – due by 5:00 PM on XXXX)**
  3x4 foot poster
  Example posters and template resources will be shared in class. You will present your research findings and action steps (described in the research paper section below) through a conference-style poster presentation.

- **Community College Issue Research Paper (15 points – due by 5:00 PM on XXXX)**
  8-10 pages, 12-point Times New Roman font, 1-inch margins, APA formatting
  Identify and describe an issue or problem impacting community colleges. What is the significance of your chosen topic? Consider the current event conversations we have had as a class in addition to our course readings. Research 10-12 scholarly articles related to your chosen issue. Articles from *The Chronicle of Higher Education* and *Inside Higher Ed* are acceptable, but you must also find scholarly, peer reviewed research articles. For assistance identifying refereed articles, please contact the TCU library. **Robyn Reid** is the librarian for topics related to education.

  After reading 10-12 research articles, you will analyze what the research says regarding your specific issue. Finally, you will recommend three action steps to address the selected issue. The action steps can apply to research, policy (federal, state, or campus), and practice. The action steps should be practical and realistic responses to your chosen issue. Upload document to D2L.

Point Values

Attendance, Preparation, and Participation	20
Current Events Facilitation	5
Book Chapter Presentation	10
Reflection Papers	
Community College Musings	4
Guest Speakers	6
Community College Event Attendance	6
Questions for Discussion	
Chapter 3, Question 3	2
Chapter 11, Question 2	2
Chapter 2, Question 3	2
Mission Statements	5
Interview with Higher Education/Student Affairs Practitioner Paper	10
Community College Issue	
Research Paper Proposal	3
Poster Presentation	10
Research Paper	15

Course Schedule
This schedule represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities and experiences. Such changes will be clearly communicated with plenty of notice.

Week Number	Class Meeting Date	Topics	Readings/Assignments/Tasks Due
1		Welcome Nameplate Activity Icebreakers Syllabus Review/ Overview of the Course Expectations	
2		History and Background Current Events Facilitator Example	Chapter 1 (Cohen et al.) Chapter 1 (Levin & Kater) Additional articles posted in D2L DUE: Reflection Paper (Community College Musings)
3		Student Development, Student Services, Student Affairs, Student Life, and Student Engagement **Guest Speaker** Current Events Facilitator #1: Book Chapter Presenter #1 Chapters 1 & 12 (Tull et al.):	Chapter 7 (Cohen et al.) Chapter 3 (Levin & Kater) Chapters 1 & 12 (Tull et al.) DUE: Prepare for Guest Speaker DUE: Current Events Facilitation DUE: Book Chapter Presentation DUE: Chapter 3 (Levin & Kater), Question 3

4		Career, Technical, Community, Training, and Occupational Education **Guest Speaker** Book Chapter Presenter #2 Chapters 11 & 12 (Cohen et al.):	Chapters 11 & 12 (Cohen et al.) Chapter 8 (Levin & Kater) Additional articles posted in D2L DUE: Prepare for Guest Speaker DUE: Book Chapter Presentation
5		Liberal Arts, Transfer, and General Education Academic Affairs Mission Statements Current Events Facilitator #2: Book Chapter Presenter #3 Chapters 9 & 10 (Cohen et al.):	Chapters 9 & 10 (Cohen et al.) Chapter 5 (Tull et al.) DUE: Current Events Facilitation DUE: Book Chapter Presentation DUE: Mission Statements
6		Organization, Governance, and Administration **Guest Speaker**	Chapter 4 (Cohen et al.) Chapter 11 (Levin & Kater) Chapter 3 (Tull et al.) DUE: Prepare for Guest Speaker DUE: Chapter 11 (Levin & Kater), Question 2

7		Adult Student Development Contemporary Community College Students Enrollment Management **Guest Speaker** Current Events Facilitator #3: Book Chapter Presenter #4 Chapters 2 & 13 (Tull et al.):	Chapter 6 (Levin & Kater) Chapters 2 & 13 (Tull et al.) DUE: Prepare for Guest Speaker DUE: Current Events Facilitation DUE: Book Chapter Presentation
8		Student Diversity Emerging Populations **Guest Speaker** Current Events Facilitator #4: Book Chapter Presenter #5 Chapter 2 (Cohen et al.) & Chapter 14 (Tull et al.):	Chapter 2 (Cohen et al.) Chapter 2 (Levin & Kater) Chapter 14 (Tull et al.) COMPLETE: Midterm Survey DUE: Prepare for Guest Speaker DUE: Current Events Facilitation DUE: Book Chapter Presentation DUE: Chapter 2 (Levin & Kater), Question 3
9		**NO CLASS SPRING BREAK**	**ENJOY!**

10		Developmental Education Current Events Facilitator #5:	Chapter 8 (Cohen et al.) Chapter 7 (Levin & Kater) Additional articles posted in D2L DUE: Current Events Facilitation DUE: Reflection Paper (Guest Speakers)
11		Accreditation, Accountability, Strategic Planning, Assessment, and Outcomes Book Chapter Presenter #6 Chapters 8 & 9 (Tull et al.):	Chapter 14 (Cohen et al.) Chapters 8 & 9 (Tull et al.) DUE: Book Chapter Presentation DUE: Community College Issue (Research Paper Proposal)
12		Student Affairs Professionals Current Events Facilitator #6: Book Chapter Presenter #7 Chapters 15 & 16 (Tull et al.):	Chapters 4, 15, & 16 (Tull et al.) DUE: Current Events Facilitation DUE: Book Chapter Presentation DUE: Reflection Paper (Community College Event Attendance)

13		Finances and Fiscal Support Current Events Facilitator #7: Book Chapter Presenter #8 Chapter 5 (Cohen et al.) & Chapter 6 (Tull et al.):	Chapter 5 (Cohen et al.) Chapter 12 (Levin & Kater) Chapter 6 (Tull et al.) Additional articles posted in D2L DUE: Book Chapter Presentation DUE: Interview with Higher Education/Student Affairs Practitioner Paper
14		Community College Perspectives Legal and Policy Issues	Chapter 13 (Cohen et al.) Chapter 7 (Tull et al.) Additional articles posted in D2L
15		Future of Community Colleges Current Events Facilitator #8:	Chapter 15 (Cohen et al.) Chapter 13 (Levin & Kater) Chapter 17 (Tull et al.) Additional articles posted in D2L DUE: Current Events Facilitation
16		Community College Issue Poster Presentations Class Wrap-Up Celebration	DUE: Community College Issue (Poster Presentation) DUE: Community College Issue (Research Paper) **(Due by 12:00 PM on XXXX)**

Course Policies and Requirements

Grading Scale

Grade	Score	Grade	Score
A	94-100	B-	80-83
A-	90-93	C+	77-79
B+	87-89	C	74-76
B	84-86	C-	70-73

Grades below a "D" are not allowed in graduate courses.

Late Work
All assigned work is due on the date and by the time indicated in the syllabus. Late work will be deducted two points for every day late. Late work for full credit will only be accepted if the absence is due to an Official University Absence. Faculty are required to permit students to make up work missed because of Official University Absences. Weekly attendance and participation are included in the final grade.

Grading Concerns
If you are concerned about a grade received on an assignment, please send me a written request, in the form of an email, addressing the grade, your concerns, and any supporting information pertaining to the situation. This written request should be submitted within one week of receiving the grade.

Attendance
You are expected to attend every class meeting. Regular and punctual class attendance is essential for academic success and no assigned work is summarily excused because of absence regardless of the cause.

Class will begin promptly at the designated time, and students are expected to be ready to begin class at that time. If circumstances prevent you from attending class or arriving on time, please send me an e-mail) or leave a voicemail as a professional courtesy. After an absence, it is the student's responsibility to follow-up with classmates for information missed.

Faculty are required to permit students to make up work missed because of Official University Absences. If a student misses a class because of an Official University Absence, make-up work will be assigned.

Students are given one absence (for any reason). After one absence, students will lose points in their attendance, preparation, and participation grade.

Participation
Sharing ideas, discussing opinions, and interpreting readings with your peers is an important part of graduate education. It is expected that all readings and assignments are completed prior to the start of class so that you may fully engage in conversations and presentations. Additionally, class participation is instrumental to not only your learning and development but also the learning and development of your colleagues. Active engagement is expected of graduate students. Participation will be evaluated on quality, impact, and frequency of contributions as well as active listening. Additional information regarding participation is outlined in the Assignments section of the syllabus.

Class Norms & Netiquette
All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some basic information about netiquette (http://www.albion.com/netiquette/).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/) for TCU's network and computing policies and communication guidelines.

Technology Policies
We live in a technologically connected world. Many of you have families and job responsibilities outside of this class, and you may have issues arise during class time. However, surfing social media, being distracted by items that are not related to class content, and general misuse of technology during class will not help you learn, and is disrespectful to your classmates, instructors, and any guests
Unless a student is on-call with their assistantship, students are not to use cell phones for calls or texts during class. Students may use technology in the classroom as needed to meet the course learning outcomes. Technology should not be used excessively or for work that is unrelated to the class discussion or assignments. Students are encouraged to not use technology during class discussions in order to fully focus on the facilitator and dialogue.

I will address any issues with individual students. Please be present and engaged during each class.

E-mail
Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials
TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (https://deanofstudents.tcu.edu/student-handbook/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct).

Specific examples include, but are not limited to:
- *Cheating*: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- *Plagiarism*: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion*: The unauthorized collaboration with another in preparing work offered for credit.
- *Abuse of resource materials*: Mutilating, destroying, concealing, or stealing such material.
- *Computer misuse*: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- *Fabrication and falsification*: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
- **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

Student Perception of Teaching (SPOT)

Towards the end of the term, you will receive an email asking you to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

College of Education Mission Statement

To prepare exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

TCU Online: Our Learning Management System

Getting Started with TCU Online
*Technical Requirements***:** Check your computer is ready by looking at the specifications list.
(https://community.brightspace.com/s/article/Brightspace-Platform-Requirements)

*Log In***:** (using your TCU Network Credentials)
Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online
Option 2: Login at http://d2l.tcu.edu
*For information about logging into TCU Online, view these instructions (http://tcuonline.tcu.edu/kb/how-do-i-log-in/).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student
Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses
in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation
Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial
at any time.

How This Course Will Use TCU Online
TCU Online (or D2L) will be used to post announcements, course documents, and some course readings. If
needed, online discussions will be facilitated via TCU Online. Students will upload all their assignments to
TCU Online. This is also where grades will be posted.

Getting Help with TCU Online
If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L
HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.
- *Phone***: 1-877-325-7778**
- *Chat***:** Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the
troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online
As a student, you should set up your account settings, profile, and notifications. To do this you will login to
TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add
personal information to your profile. In the notifications area, you can add your phone number to receive text
messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online
Pulse
Pulse is a phone app which gives you access to the course calendar, assignments, grades, and
announcements. This app provides a graph that can help you manage your time. Based on the number of
assignments and events on the course calendar for your classes, the graph will display busy times for class
work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability

to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: https://www.d2l.com/products/pulse/.

ReadSpeaker
ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing on TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/

Support for TCU Students

Campus Offices
- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Couts Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information
Statement on TCU's Non-Discrimination Policy
TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct, and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: Make a Report.

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/

Title IX
TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report here. Additional Title IX resources and information are available at https://www.tcu.edu/institutional-equity/title-ix/index.php.

Mandatory Reporters
ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources
- Campus Advocacy, Resources & Education
  https://care.tcu.edu | 817-257-5225
- Counseling & Mental Health Center
  www.counseling.tcu.edu | 817-257-7863
- Religious & Spiritual Life
  www.faith.tcu.edu | 817-257-7830

On-Campus Resources
TCU Police
www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays
"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the TCU Policy for Religious Observations & Holidays webpage.

Student Access and Accommodation
Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for

accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification
Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information
- View TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (https://publicsafety.tcu.edu/less-is-more/)
- View the TCU Building Safety Maps that show the specific seek shelter locations and building rally points for evacuation. (https://publicsafety.tcu.edu/less-safety-maps/)
- View the TCU Evacuation Rally Point Map to see all rally points for evacuation. (https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf)
- Download the *Frogshield* Campus Safety App on your phone. (https://police.tcu.edu/frogshield/).
- In the event of an emergency, call the TCU Police Department at **817-257-7777.**

Native American Land Acknowledgement

As a university, we acknowledge the many benefits we have of being in this place. It is a space we share with all living beings, human and non-human. It is an ancient space where others have lived before us. The monument created jointly by TCU and the Wichita and Affiliated Tribes reminds us of our benefits, responsibilities, and relationships. We pause to reflect on its words:

This ancient land, for all our relations.

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.