

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](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

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

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*

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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*

SYLLABUS

EDHE 69163: DIVERSE STUDENTS IN MINORITY-SERVING INSTITUTIONS

Instructor Name: Taryn Ozuna Allen, PhD

Semester/Year: Summer 2024

Class Location: Virtual, Zoom

Class Meeting Day(s) & Time(s): MTW, 5:00-7:50pm

Office Hours: By appointment

Telephone: 817-257-6775

Email: t.o.allen@tcu.edu (Email is the best way to reach me. Please allow 24 hours for a response during weekdays and 48 hours for a response on weekends.)

Last Day/Final Quiz: July 3, 2024

Course Description:

Effective higher education administrators must have an in-depth understanding of the diverse institutional types represented in higher education in the United States. This course is designed to provide an overview of the history of Minority-Serving Institutions, particularly including Tribal Colleges and Universities, Hispanic Serving Institutions, Historically Black Colleges and Universities, and Asian American and Pacific Islander Serving Institutions. Students' experiences and leadership practices within each institutional type are addressed.

Learning Outcomes:

As a result of participating in this class, students will:

1. Understand the historical development of different Minority-Serving Institutions (MSIs), including Tribal Colleges and Universities, Hispanic Serving Institutions, Historically Black Colleges and Universities, and Asian American and Pacific Islander Serving Institutions;
2. Gain knowledge of the political and social context that shaped the development of MSIs;
3. Develop a deeper understanding of the unique experiences of students and campus administrators at MSIs; and,
4. Explore future implications for leadership of MSIs in American higher education.

Prerequisites: Must be admitted to Graduate Education.

Required and Supplementary Texts/Materials:

All required and supplementary readings are available via D2L (TCU Online).

Teaching Philosophy

Dr. Allen's approach to teaching is grounded in her commitment to helping students achieve academic and professional success and to creating a learning environment in which a variety of perspectives and ideas are welcomed. Her overall goal when designing courses is to promote collaborative learning that recognizes students' diverse ways of knowledge and previous experiences and emphasizes the application of knowledge to real-world issues. She believes education should transform students' minds and influence them to substantively improve their

schools and local communities. She seeks to empower each student to pursue their passion and to be an agent of change.

Instructional Methods:

Class sessions will consist of presentations by the instructor, discussions with classmates, and breakout room activities. All students are encouraged to actively participate in each class session (i.e., live, on screen, minimal distractions in the background, responding and engaging in discussion). We all learn and benefit most when a variety of perspectives are frequently included and shared.

Course Policies

Attendance:

Class attendance is critical to learning, and students are expected to attend every class meeting. Class will begin promptly at 5:00pm, and students are expected to be ready to begin class (camera on, mute on) at that time. If circumstances prevent anyone from attending class or arriving on time, please send me an email as a professional courtesy. After an absence, it is the student's responsibility to follow up with a classmate for class notes. All absences are considered equivalent (i.e., not excused or excused). Missing class for any reason (i.e., work, vacation, or personal reasons) will count towards missed points on participation. This is an abbreviated term, and there will not be make-up work. Be sure to keep up with all readings and assignments and contact me as early as possible if you have questions or concerns.

All assigned work is due on the date indicated in the syllabus, and late work will only be accepted if it is arranged *prior* to the class meeting or if the absence is due to an Official University Absence. Weekly attendance and active participation are included in the final grade.

Netiquette: Communication Courtesy Code

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 the [basic information about netiquette](http://www.albion.com/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. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>).

Technology:

Students are not to use cell phones for calls or texts/messaging 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 irrelevant to the class discussion or assignments. Students are encouraged to not use technology during the class discussions in order to fully focus on discussions and in-class activities.

Email:

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.

TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.

**Submitting Assignments:**

Written work is to be submitted to TCU Online on the due date, and *all file names must include your last name*. All assignments should have correct APA (7th Ed.) formatting, including but not limited to cover pages, citations, reference lists, headings, and subheadings. If students foresee missing a deadline, it is their responsibility to contact me in person or via email prior to the assignment's due date. *All assignments are deducted a full letter grade per 24-hour period they are submitted late.*

Incomplete Grades:

Incomplete grades will *only* be given under major emergencies and after consultation with the professor.

Course Requirements**1. Participation – 10 points (Ongoing)**

Class participation is instrumental to learning and development, and active engagement is expected for graduate students. Each student is expected to read all the required assignments, listen to podcasts, watch videos/documentaries, reflect and critique the readings, and engage in class discussions and activities. Participation will be evaluated whether you are live, on screen for class sessions, and in a distraction-free area (i.e., *not* traveling, in the car, texting, background noise, etc.). In addition, active class participation includes listening as well as quality, thoughtful contributions.

2. Paired Group Presentation – 30 points (Ongoing)

Small groups (2-3 students) will identify an MSI respective to the week's theme (i.e., TCU week, HBCU week, etc.). The group will conduct independent research and provide an overview of the institution's location, history, mission, vision, and student demographics (10 points). The presentation should also include five unique attributes, accomplishments, points of pride, and/or noteworthy programs (5 points). The pair will highlight three takeaways from their institutional research (3 points). The presentation should be between 10-15 minutes (5 points), and it will also be evaluated on professionalism (i.e., public speaking, grammar, spelling, etc.) (5 points). Groups will upload their presentation with at least five references to D2L by 11:59pm (CST) of their presentation date (2 point).

3. Reflective Journals – 20 points (2 journals, 10 points each)

- a. **Journal #1** – This journal is a mid-semester reflection on your learning and understanding of minority serving institutions. Respond to the following questions in 500-750 words:

- What have you learned that has enhanced your understanding of MSIs?
- What has surprised or troubled you about the history or legacy of MSIs?
- What has been most helpful to your learning thus far?
- What has caused you difficulty?
- What suggestions do you have (for peers, course, instructor)?

The journal entry should be uploaded to D2L by midnight (CST) on June 18, 2024.

- b. **Journal #2** – This journal is an end-of-semester reflection on what you have learned in this class. Consider your first journal and your initial thoughts and understanding of MSIs when you began this class. Identify and describe two new insights you have gained from class readings and discussions. Next, share your reflections on what higher education can learn from MSIs to support diverse learners. Finally, describe two tangible strategies you can use in your personal and professional life to support diverse students in education. The journal entry should be between 500-750 words and uploaded to D2L by midnight (CST) on July 1, 2024.

4. Quizzes – 30 points (10 points/each, Ongoing)

This course includes quizzes that will cover the MSI type and related readings. Quizzes will open at 7pm (CST) and close at 11:59pm (CST) on their designated day. Quizzes are timed (60 minutes), and they cannot be extended (without prior accommodations) or retaken. Plan your time, internet, and technology appropriately.

5. Final Exam – 10 points

This course concludes with a final, comprehensive exam that will cover all of the MSI types discussed in the class and related readings. The Final Exam will open at 7pm (CST) and close at 11:59pm (CST) on July 3, 2024. The Final Exam is timed (60 minutes), and it cannot be extended (without prior accommodations) or retaken. Plan your time, internet, and technology appropriately.

Grading Scales

Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. “D” grades are not allowed in graduate courses. According to the 2024 TCU Graduate Catalogue, graduate students must maintain a GPA of at least 2.75 in accordance with the provisions described under Academic Warning. All grades will be included in the computation of the GPA, but no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Schools/colleges may have more restrictive policies regarding marginal and failing grades. Students are advised to consult the policies of their specific programs.

Please note: No rounding up for final grades.

Grade	Score	Grade	Score
A	94.00-100.00	C+	77.00-79.99
A-	90.00-93.99	C	74.00-76.99
B+	87.00-89.99	C-	70.00-73.99
B	84.00-86.99	F	0.00-69.99
B-	80.00-83.99		

“D” grades are not allowed in graduate courses.

Summer 2024 Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Class No.	Meeting Date	Topic	Readings Due	Assignments Due
1	June 3	Welcome, Introductions, and Course Overview		
2	June 4	Overview of Minority-Serving Institutions	<p style="text-align: center;"><u>HBCUs</u> National Association for Equal Opportunity in Higher Education: http://www.nafeo.org</p> <p style="text-align: center;"><u>TCUs</u> American Indian Higher Education Consortium: http://www.aihec.org</p> <p style="text-align: center;"><u>HSIs</u> Hispanic Association of Colleges & Universities: http://www.hacu.net/hacu/default.asp</p> <p style="text-align: center;"><u>AANAPISIs</u> Asian American and Pacific Islander Higher Education Resource Center: http://aapiherc.southseattle.edu/</p> <p style="text-align: center;"><u>MSI Data Project:</u> https://www.msidata.org/</p>	
3	June 5	Overview of Minority-Serving Institutions (Con't.)	<p>Palmer et al. (Eds.), Ch. 1</p> <p>Gasman et al, Lives Intertwined</p> <p>Gasman et al., Understanding MSIs</p>	

Class No.	Meeting Date	Topic	Readings Due	Assignments Due
4	June 10	Overview of TCUs	Nash, Land Disposition Lee & Ahtone, Land Grab Universities CSCC, Preserving Culture and Planning for the Future The Center for Native American Youth, Tribal Colleges and Universities (podcast)	
5	June 11	Students' Experiences at TCUs	Bryan, Persistence Marroquin, Research Brief	
6	June 12	Leadership at TCUs	Palmer et al. (Eds.), Ch. 10 Crazy Bull, Visionary Leadership	Quiz #1 opens at 7pm (CST) and closes at 11:59pm (CST).
7	June 17	Overview of HBCUs	Williams, Stories Untold Watch " Tell Them We are Rising " (~1:22, TCU Library)	
8	June 18	Students' Experiences at HBCUs	Allen, Latino students at an HBCU Mobley et al., White students at an HBCU	Journal #1 Due
9	June 19	No Class Meeting	Juneteenth Holiday	

Class No.	Meeting Date	Topic	Readings Due	Assignments Due
10	June 24	Leadership at HBCUs	Listen to EDUCATE Podcast: The Living Legacy: Black Colleges in the 21st Century (~53 minutes, transcript on D2L) Esters et al., Effective Leadership	Quiz #2 opens at 7pm (CST) and closes at 11:59pm (CST).
11	June 25	Overview of HSIs	<i>Excelencia</i> in Education, Fact Sheet <i>Excelencia</i> , 27 Years of HSIs <i>Excelencia</i> , HSI Timeline	
12	June 26	Students' Experiences at HSIs	De la Teja, Ch. 6 Garcia, Defining Servingness Watch Catch the Next Webinar (~51 minutes)	
13	June 26	Leadership at HSIs	De la Teja, Ch. 6 Garcia, Defining Servingness Watch Catch the Next Webinar (~51 minutes)	Quiz #3 opens at 7pm (CST) and closes at 11:59pm (CST).
14	July 1	Overview of AANAPISIs	Kurland et al., Resource Guide Park & Dizon, Push for AANAPISIs NCAPA, Strengthening AANAPISIs	Journal #2 Due
15	July 2	Students' Experiences at AANAPISIs	Museus & Kiang, Deconstructing Museus et al., Conditions to Thrive	

Class No.	Meeting Date	Topic	Readings Due	Assignments Due
16	July 3	Leadership at AANAPISIs	Nguyen, Actualizing AANAPISIs Palmer et al. (Eds.), Chapter 11	Quiz #4 opens at 7pm (CST) and closes at 11:59pm (CST).

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking 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.