University Nevada Las Vegas
Department of Educational Psychology and Higher Education

COURSE   EDH 714 Understanding Minority-Serving Institutions

PROFESSOR

OFFICE

REQUIRED TEXTs   Gasman, M, Baez, B., & Turner, C. (eds.) (2008). Understanding
                          Minority-Serving Institutions. SUNY Press.

                          APA 6th Edition Style Guide

                          Additional course readings will be available via Dropbox

PREREQUISITES   Must be an admitted Graduate Student – Degree or Non Degree

DEFINITIONS
MSI – Minority Serving Institutions; **HBCU** – Historically Black College or University; **TCU** –
Tribal College or University; **HSI** – Hispanic Serving Institution; **AANAPSI** – Asian American
Native American Pacific Island; **AAPI** – Asian American Pacific Island

COURSE SCOPE

EDH 714 Understanding Minority-Serving Institutions (MSI) will explore the values/mission,
characteristics and issues related to MSIs as is specific to each institution type or designation
(e.g., HBCU, TCU). On a larger scale, the course seeks to examine the emergence of the use of
MSI as a Federal designation in higher education and consider the impact that may have at the
institutional level with respect to students, faculty, and staff as it relates to campus climate,
student learning, and engagement.

COURSE OBJECTIVES – after completing the course, students should be able to:

- Discuss key definitions and characteristics associated with MSIs;
- Discuss key trends and challenges associated with MSIs;
- Discuss the relevant campus climate theories as it relates to working at an MSI

Learning Opportunities

DISCUSSION/MUSINGS (120 pts.)
Students are asked to arrive to class prepared to engage in weekly discussions. To that end,
students will prepare a set of 3-5 questions, musings, or both, that emerges for them from the
assigned readings relative to who they are and who / what they aspire to be in higher education.

It is not necessary to cover <u>all</u> the material, but really only questions and thoughts as they occur to you as you have read and thought about the content. Students should construct their questions / musings to be written such that students:

a) imagine they are the ones who have the opportunity to generate conversation to facilitate the class;

b) go a little deeper than just basic, descriptive questions that would only solicit responses that regurgitate facts from the reading;

c) demonstrate consideration across the readings.

Discussion & Musings are turned in at the conclusion of each class. Students are welcome to make comments and / or add to their papers as the class engages in discussion.

ESSAYS (175 pts.)
Students will complete five (5) small papers worth approximately 35 points each. The papers are due the week following the discussion on that content as noted on the course outline. Each paper is to be between 5-8 pages (not including title page and reference list), following APA 6th edition formatting, double space, 12 pt Times New Roman font. Papers are due the beginning of class on the noted date.

- **Essays for Diversity in Higher Education and Climate:**
  o Synthesize the literature read and discussions engaged in during class (10 pts.)
  o Discuss dominant issues as they relate to campus diversity and student outcomes (15 pts.)
  o Paper organization and flow, APA formatting, grammar and spelling (10 pts.)

- **Essays for HSIs, HBCUs, AAPIs & TCUs:**
  o Synthesize the literature read and discussions engaged in during class (10 pts.)
  o Discuss relevant issues as they relates to a theory of campus climate previously discussed for that institution type (i.e., HSI, HBCU). (15 pts.)
  o Paper organization and flow, APA formatting, grammar and spelling (10 pts.)

UNDERSTANDING MSIs Program Development (approximately 110 pts.)
You will have the opportunity to design a program that would address a critical need or needs as identified from our readings and class discussions on MSIs. You will have the opportunity to introduce your program as well as create a one page – two sided handout on the program. Below are the guidelines:

I.   **Purpose of the Program (30 pts.)**
- What are the critical needs the program will address
- Provide support from the literature
- Any other relevant information can also be used

II.   **Program Objectives & Outcomes (20 pts.)**
- 3-5 program objectives
  o What does the program intend to accomplish

- 3-5 program outcomes
  - What does the program hope to accomplish
- It is best not to simply bullet each of these, but to provide a brief description of 1-2 sentences

III.   Program Description (20 pts.)
- Describe the program and how it will proceed.
  - Who is the program intended for;
  - What are the specific elements;
  - So what does it matter – why is it important?

IV.   Program Implementation (20 pts.)
- 3-5 strategies for implementation
- What are potential challenges or barriers to implementation?
- What are potential sources of support or collaboration?
  - Funding possibilities?

V.   Presentation & handout (20 pts.)
- **Organization and flow**
- **Clarity and link to class content / discussions**
- **Verbal clarity and flow**

COURSE REQUIREMENTS

1. **CLASS ATTENDANCE IS MANDATORY**. After two absences, the student's grade will drop one letter grade; after four, two letter grades, etc.
2. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED**. Exceptions will be made in extreme emergencies or a University excused absence only.
3. **ALL ASSIGNMENTS** MUST BE TYPED UNLESS OTHERWISE NOTED- 12 POINT, TIMES NEW ROMAN, DOUBLE SPACED, and follow APA 6th edition, PLEASE. THANK YOU. Assignments not typed following the above criteria **WILL NOT BE GRADED**.
4. **Technology.** I am a **BIG** fan of reducing our carbon footprint, thus I am very welcoming of your use of laptop computers, I Pads and so forth. However, I am NOT welcoming of your MISUSE of that technology (i.e., surfing the web during class, checking email). You will be respectfully asked to leave class for the remainder of the afternoon / evening if I should see your misuse in such a manner. Thank you.
5. **Children** are welcome in class, but make certain their presence will not detract from the activities of class.
6. **Food** is welcome in class, but please be certain to be tidy about your space and it should not detract from the activities of class.
7. **Cell phones…. TURN THEM OFF, PLEASE.**

GRADES
Grades will be based on total points possible and will be based on accumulated point totals of all course experiences. The percentage/letter grade exchange will be as follows:

100-94%	A
93-90%	A-
89-88%	B+
87-84%	B

83-80%	B-
79-78%	C+
77-74%	C
73-70%	C-
69-68%	D+
67-60%	D
59% & Below F	

PROFESSOR PARTICULARITIES

1. **TARDINESS**- Although I am appreciative of the difficulties inherent in getting to class on time, I must be honest, this is a HUGE thing for me! I strongly encourage you to arrive on time all the time. If you find yourself in the unavoidable position of entering the classroom LATE, please do so with MINIMAL amounts of disruption and noise…I would also request that you make such habits very, very rare.

2. **COLLEGIALITY**- In addition to completing the required course work, I encourage you to begin to look upon your classmates not simply as classmates, but as colleagues. Therefore, you are encouraged to begin to develop relationships with each other that will support discussion of your profession. The saying, "No man is an island", is true. We cannot exist, much less thrive, individually. It is only through networking and cooperation that we can truly grow and develop into **MASTER PROFESSIONALS**. <u>This is predicated on the premise that we each learn to respect, listen to, and encourage each other inside as well as outside of class.</u>

ADDITIONAL NECESSITIES

1. **Technology (WebCampus and Rebelmail)** – The use of web technology will be employed in this course for the dissemination of course materials such as syllabus, handouts, assignments, and course notes. Students are required to log into their Webcampus account and access the course materials. Additional means of communication between the instructor and students is available through the use of web-based email. The instructor will communicate with the students primarily through Webcampus, but students are encouraged to access their Rebelmail accounts as well.

2. **Disability Resource Center (DRC)** – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY

(702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

UNLV GENERAL POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

EDH 714 Understanding MSIs
Tentative Course Outline

Date	Topic	Additional
August 27	Introduction to Course	
September 3	MSIs	
September 10	Diversity in Higher Ed	
September 17	MSI & Ed Outcomes	
September 24	Campus Climate & MSIs	• **Diversity in HE Paper Due-Hard Copy**
October 1	Campus Climate & MSIs	
October 8	HSIs	
October 15	No Class	• **Climate Paper Due – Email doris.watson@unlv.edu**
October 22	HSIs	
October 29	HBCUs	• **HSI Paper Due Hard Copy**
November 5	HBCUs	
November 12	AAPIs	• **HBCU Paper Due Hard Copy**
November 19	TCUs	
November 26	**Thanksgiving**	
December 3	Coalition Building	• **AAPI/TCU Paper Due Hard Copy**
December 10	Final Presentations	• **Handouts Due Hard Copy**

September 3, 2015 – MSI Foundations
- Gasman et al Ch. 1, 2, 3

September 10, 2015 – Diversity in Higher Ed
- Gasman et al Ch. 4
- Flores, S. M. & Park, T. (2013). Race, ethnicity and college success: Examining the continued significance of the Minority-Serving- Institution. *Educational Researcher*, 42, 115-128.
- Chang, M.J., Astin, A.W., & Kim D. (2004). Cross-racial interaction among undergraduates: Some consequences, causes and patterns. *Research in Higher Education*, 45, 529-553.
- Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. (2002). Diversity in higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72, 330-366.

September 17, 2015 - MSIs
- Gasman et al Ch. 15
- Harmon, N. (2012). The role of Minority-Serving-Institutions in national college completion goals. National Center for Education Statistics, *Digest of Education Statistics*, DC.
- Gasman, M. & Conrad, C. Minority Serving Institutions: Educating all students. Penn Graduate School of Education, Center for MSI's, 1-21.
- Penn Graduate School of Education. Using educational data to increase learning, retention and degree attainment at Minority Serving Institutions (MSIs). Penn Center for MSIs.

September 24, 2015 – Campus Climate
- Reid, L. & Radhakrishnan, P. (2003. Race matters: The relation between race and general campus climate. *Cultural Diversity and Ethnic Minority Psychology*, 9, 263-275.
- Jayakumar, U.M., Howard, T.C., Allen, W.R., & Han, J.C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention and satisfaction. *Journal of Higher Education*, 80, 538-563.
- Rankin, S. & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1, 262-274.
- Watson, D.L., Smith, B., Nehls, K. The quilting – effect: Students, faculty and staff perceptions of campus climate at a Minority Serving Institution. ASHE.

October 1, 2015 – Campus Climate
- Worthington, R.L., Navarro, R.L., Loewy, M., & Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1, 8-19.
- Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climate and implications for institutional transformation. *New Directions for Student Services*, 120, 7-24.
- Victorino, C.A., Nylund-Gibson, K., & Conley, S. (2013). Campus racial climate: A litmus test for faculty satisfaction at four-year colleges and universities. *Journal of Higher Education*, 84, 769-805.

October 8, 2015 - HSIs
- Gasman et al Ch. 6, 9 10

October 22, 2015 HSIs
- Gasman et al Ch. 16
- Hurtado, S. & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education*, 4, 235-251.
- Ojeda, L., Castillo, L.G., Meza, R.R., & Pina-Watson, B. (2015). Mexican Americans in higher education: Cultural adaptation and marginalization as predictors of college persistence intentions and life satisfaction. *Journal of Hispanic Higher Education*, 13, 3-14.
- Vasquez, R. (2013). Peering beyond the fence: Reviewing the literature to inform dialogues and practices for improved Latino and Mexican education at Hispanic Serving and intercultural Universities. *Esudios sobre las Culturas Conemporaneas*, 19, 75-93.

October 29, 2015 HBCUs
- Gasman et al Ch. 11,12, 13

November 5, 2015 - HBCUs
- Gasman, M. The changing face of Historically Black Colleges and Universities. Penn Center for MSIs.
- Boland, W. & Gasman, M. America's public HBCUs: A four state comparison of institutional capacity and state funding priorities. Penn Center for MSIs.
- Freeman, S. & Gasman, M. (2015). The characteristics of Historically Black College and University Presidents and their role in grooming the next generation of leaders. *Teachers College Record*, 116, 1-34.
- Harper, S. (2012). Black Male Student Success in Higher Education. Penn Center for MSI's.

November 12, 2015 - AAPIs

- Gasman et al, Ch. 8
- Buenavista, T., Jayakumar, U.M., & Misa-Escalante, K. (2009). Contextualizing Asian American education through Critical Race Theory: An example of U.S. Pilipino college student experiences. *New Directions for Institutional Research*, 142, 69-81.
- Museus, S.D., & Truong, K.A. (2009). Disaggregating qualitative data from Asian American college students in campus racial climate research and assessment. *New Directions for Institutional Research*, 142, 17-26.
- Museus, S.D., & Kiang, P.N. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. New Directions for Institutional Research, 142, 5-15.
- A Report on the Status of Asian Americans and Pacific Islanders in Education: Beyond the Model Minority Myth Stereotype (2005). National Education Association.

November 19, 2015 – TCUs
- Gasman, et. al., Ch. 7
- Bingham, J.L., Adolpho, Q., Jackson, A.P., & Alexitch, L.R. (2015). Indigenous women college students' perspectives on college, work and family. *Journal of College Student Development*, 55, 615-632.
- Fox, E. (2006). Indian education for all: A tribal perspective. *Phi Delta Kappan*, 88, 208-212.
- Jackson, A.P., Smith, S.A., & Hill, C.L. (2003). Academic persistence among Native American college students. *Journal of College Student Development*, 44, 548-565.
- Lundberg, C.A. (2015). Institutional support and interpersonal climate as predictors of learning for Native American students. *Journal of College Student Development*, 55, 263-277.

December 3, 2015 – Building Bridges
- Gasman et al Ch. 18 & 19
- Townsend, A.K., & Wilson, K.B. (2006). "A hand hold for a little bit": Factors facilitating the success of community college transfer students to a large research university. *Journal of College Student Development*, 47, 439-456.