EDHE 5210 College Student Demographics  
Sections 001, 020, 026  
College of Education - Higher Education Program  
Fall 2020 Online Course  
Occasional synchronous meetings on Tuesdays at 5:30 pm

Instructor Information: Uyen Tran-Parsons, Ph.D. (she/her)  
Uyen.Tran@unt.edu  
940-565-4873 (office)

Office Location: Matthews Hall 214  
Office Hours: MW, 12 - 3PM  
*Due to COVID-19, 1-on-1 meetings will be online. Please email to set up an appointment.

Join Zoom Meeting  
https://unt.zoom.us/j/98184540566  
Meeting ID: 981 8454 0566  
Find your local number: https://unt.zoom.us/u/abU1JauQQ2

WHAT IS THIS COURSE ALL ABOUT?

Prerequisite: None  
This course will examine the make-up of today’s college student population, specifically their social, psychological, and emotional development. In order to create and provide relevant student services, one must understand who the students are, the various backgrounds they may come from, and how their backgrounds will impact their college experience.

Expected Course Outcomes (CO)  
At the completion of this course, students will demonstrate the ability to:

CO 1:  Describe the general characteristics of today’s American college students, including various subpopulations of college students.

CO 2:  Explain how important college decisions are made by various student groups.

CO 3:  Identify current issues related to different subpopulations of today’s American college students.
CO 4. Identify effective higher education programs and initiatives created to support various student demographics.

CO 5: Identify potential sources of information relevant to course topics through library resources

CO 6: Demonstrate understanding of scholarly writing and use of APA guidelines through each writing assignment.

WHAT BOOKS AND OTHER MATERIALS WILL I NEED?

Required Textbook
*Referred to as BSRC in the Course Schedule

*Referred to as SEHE in the Course Schedule

Subject Guide: http://guides.library.unt.edu/edhe5210
The subject guide is a list of journal articles, news articles, and reports required or recommended for this course that can be accessed online through Willis Library. Click on the “Required Readings” tab to find readings listed by topic. Use your EUID and password to access the full pdf version of each article.

Course Reserves: library.unt.edu
Course Reserves provide access to course readings (such as book chapters) for a specific length of time - in this case, the fall semester. All listings are intended for class use only and should not be duplicated in any way that would violate copyright law.

Go online to library.unt.edu. Scroll down to “Most Requested” and select “Course Reserves” on the left side of the screen. Search by course code EDHE 5210. Use password 5210F20 when prompted. Do not share this password with those who are not in the class.

Recommended Textbook
Publication manual of the American Psychological Association (7th ed.)
### Student Services
The University of North Texas provides numerous student services to help you be successful in and outside of the classroom. I encourage you to reach out to me or others professionals on campus if you need help - whether related to academics or personal matters. Below are a few academic resources that I believe will be particularly helpful with this course:

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Writing Lab tutors will provide feedback on papers as well as teach you important common writing errors. Appointments are recommended and may be obtained by emailing <a href="mailto:GradWriting@unt.edu">GradWriting@unt.edu</a>. Graduate students may receive up to 1 hour of one-on-one tutoring per day. **Please note that midterms and the end of the semester are the Writing Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willis Library and their Librarians</td>
<td>Willis Library provides access to important academic books, journals, and magazines needed for this class. You can live chat with a library staff person 12 pm - 6 pm seven days per week. The College of Education Library Liaison is Jo Monahan (<a href="mailto:Jo.Monahan@unt.edu">Jo.Monahan@unt.edu</a>). I <strong>highly recommend</strong> making an appointment with her within the first month of school. She can teach you how to quickly find research materials needed for assignments in the course.</td>
</tr>
<tr>
<td>Tutors and Academic Coaching</td>
<td>The Learning Center offers numerous academic support services - most useful for this course would be Academic Coaching, Tutoring, and Speed Reading. The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to learn more about their services.</td>
</tr>
<tr>
<td>Counseling</td>
<td>It is important to pay attention to your mental health - especially during stressful or trying times in your life (hello - grad school!?). Counseling and Testing Services offers FREE group counseling including, but not limited to ...  ● Better Together: Supporting Black Mental Health  ● ALAS! Afro-Latinx and Latinx-identified students  ● QT BIPOC Support Group  Confidential individual counseling is also available and can be conducted online through telemental health options. Email <a href="mailto:counselingandtesting@unt.edu">counselingandtesting@unt.edu</a> for more information or call 940-565-2741 to set up an initial appointment (press 2).</td>
</tr>
</tbody>
</table>

### HOW IS THE COURSE ORGANIZED?
**Canvas Modules**
This course is organized into 10 modules. These modules should be reviewed and completed in order. Assignments and activities are numbered sequentially, identified within each module, and
located in folders identified in the left-hand navigation panel of Canvas. Module readings and/or videos should be completed **before** responding to the module assignment. **This course has a great deal of reading each week.** We encourage you to make every effort to manage your time wisely, even working ahead of schedule on readings and assignments if needed.

**Announcements**

New information, reminders, and updates will be posted in the “Announcements” section of Canvas. Please check for new announcements every week.

**Communication with the Instructor**

To contact the instructor or graduate assistant, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. We will provide feedback on most assignments within one week of the due date. Grades will be posted through the Canvas “Grades” section.

**Discussions** (referred to as Group Disc in the course schedule)

The entire class will be divided into small groups of 8-10 people. You will work with this group all semester. Each week a “Group Discussion” occurs, please read the directions carefully and respond as directed. It will include both an individual response to the week’s discussion questions, and then a response to at least two peers within the group. It is recommended that you individually respond to the module questions as early as possible to still allow time for peer responses.

To get the most out of this course, frequent interaction between student-instructor and student-student in the “Discussion” forum of Canvas is highly encouraged. Expressing your ideas and opinions about the course topics will make for a much more interesting environment! It is my hope we will work collaboratively to establish an environment where we all feel comfortable being candid about the topics and the materials covered.

If there are differences of opinion, I expect that we will explore them in a framework of mutual respect, observing rules of common courtesy. This should not dissuade you from taking an occasional risk. The modern American educational system seems to reward convention and conformity. Risk-taking is sometimes devalued. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.

**Class Recordings & Student Likenesses**

Five synchronous sessions will be offered over the course of the semester. We will spend the time together discussing the week’s topic and analyzing case studies. Synchronous (live) sessions will be partially recorded to be viewed at a later date throughout the semester. Attendance for each synchronous session is recommended, but not required.

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or
otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Your Grade</th>
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<tbody>
<tr>
<td>Group Discussions #1, #2, #3, #4</td>
<td>100 points each/ 400 points total</td>
<td>30%</td>
</tr>
<tr>
<td>College Choice Essay</td>
<td>100 Points</td>
<td>15%</td>
</tr>
<tr>
<td>Insights, Reflection, Analysis (IRA) #1, #2, #3</td>
<td>100 points each/ 300 points total</td>
<td>30%</td>
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<tr>
<td>Literature Review</td>
<td>100 points</td>
<td>25%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100%</strong></td>
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### Grading Scale
- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- <69% make an appointment with the instructor

### Late Assignments
Assignments submitted after the due dates will receive a full letter grade deduction. An assignment that is up to one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. All assignments are due on the specified date even if the university closes for inclement weather. Please see the course schedule for specific due dates. Late submissions of the final paper will not be accepted.

If you need to discuss turning in an assignment past the due date, it is your responsibility to contact the instructors at least 24 hours in advance of the assignment being due.
# COURSE OUTLINE

*All readings and assignments are subject to change.*

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Module Number: Topic/Chapters</th>
<th>What's Due Today? by 5:30 pm</th>
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</table>
| 8/25       | **Module 1: Class Introductions**  
  - Independently review syllabus.  
  - SEHE, Ch. 1 (to be discussed in Module 3)  
  - BSRC Ch. 1 (to be discussed in Module 4) | Individual Introductions (due 9/1) |
| 9/1        | **Module 2: College Choice Process**  
  Available through Course Reserve. Please prioritize the above reading as it is needed in order to complete the College Choice Essay.  
  BSRC Ch. 2 (to be discussed in Module 4) | College choice essay (due 9/8) |
| 9/8        | **Module 3: Introduction to Student Engagement**  
  (Read online; available as an e-book)  
  Recommended, but not required:  
  The Pell Institute – [Demography is not Destiny: Increasing the graduation rates of low-income college students at large public universities](https://www.pellinstitute.org/research/demography-is-not-destiny) | IRA #1 (due 9/15) |
| 9/15       | **Module 4: Becoming a Student-Ready Campus**  
  BSRC Ch. 3-5  
  *Group Discussion will be about the entire book* | Group Disc #1 (due 9/22) |
### Module 5: Parents, Families, & Gen Z


**Recommended, but not required:**

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**Beginning this week, each module will span a two-week time period.**

### Module 6: The Academics

**Graduate Students** SEHE Ch. 21


**International Students** SEHE Ch. 7


**Honors Students**


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**Discussion** Leaders post your question by 10/6

### Module 6 continued

**10/6**

**Zoom at 5:30 pm**

**Group Disc #2** (due 10/13)
**Module 7: Insiders vs. Outsiders**

*Insiders - Student Athletes, & Students in Greek Life Organizations*
SEHE Ch. 15 Student Athletes

**Module 7 Continued**

*Outsiders - Working-Class Students, Military-Connected, & Transfer Students*
SEHE Ch.18 & 20

**Recommended additional reading (not required):**
National Student Clearinghouse Research Center - Transfer & Mobility [http://www.luminafoundation.org/resources/transfer-and-mobility](http://www.luminafoundation.org/resources/transfer-and-mobility)

**Module 8: The Not-so-Obvious**

*First-generation students*
SEHE, Ch. 17

*Students with Disabilities*
SEHE Ch. 14

IRA #3 (due 10/27)
<table>
<thead>
<tr>
<th>Date</th>
<th>Module 8 Continued</th>
<th>Module 9: Engaging Students of Color</th>
<th>Group Discussion #3 (due 11/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3</td>
<td>Group Meeting</td>
<td>Queer &amp; Trans Students</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SEHE Ch. 10-11</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>Module 9: Engaging Students of Color</td>
<td>SEHE Ch. 2, 3, 5</td>
<td>Select topic for literature review. Indicate choice on Canvas. (due 11/10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended, but not required: SEHE, Ch. 6 Engaging White students</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Module 9 continued</td>
<td>Men and Masculinity</td>
<td>Group Disc #4 (due 11/24)</td>
</tr>
</tbody>
</table>
Module 10: Students in Various Forms of Crisis

*Trigger Warning: One of this week’s readings discusses sexual violence.*

SEHE, Ch. 8 Undocumented Students


Watch DPL Keynote: Sara Goldick-Rab  https://youtu.be/8vZoH07-xdc

Recommended, but not required:


<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11/24</td>
<td>Module 10 Activity (not graded)</td>
</tr>
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**COURSE ASSIGNMENTS**

**College Choice Essay**

Everyone has a different process for choosing the “right” school for them. For this assignment, you will be paired with a classmate. Interview your partner and write about the process they went through to apply for college. Example interview questions could include: When did you decide to attend college? How did you learn about the institutions you were interested in? How did you select a major?

Conclude the essay by comparing their described experience with your college choice journey. What forms of social capital, cultural capital, and socialization did they possess that you may or may not have had access to? Submit the final 2-3 page essay online using the link provided via Canvas.

**Group Discussions** (referred to as “Group Disc” in the schedule)

The class will be divided into small groups. For Group Discussion 1, 2, and 4, students will be assigned a specific role for the week; roles will change for each discussion. Although there may be some adjustments, in general, discussions will be formatted as follows:
• **Discussion Leaders** will post a summary and critical analysis of the week’s readings. The summary should be 2-3 paragraphs in length (double-spaced). Discussion leaders will provide highlights about the readings including similarities across readings and conclusions reached by the author(s). Then, conclude with 1-2 questions for further group discussion.

• **News Leaders** will provide a relevant news piece from *Inside Higher Ed* or *The Chronicle of Higher Education*. A link to the article and a summary of the news piece should be provided for class review (approximately 150 words). Please select articles that were published within the last 6 months; in general, the more recent the better. *Note: All UNT students have free access to *The Chronicle of Higher Education* through the UNT Library.*

• All other group members will be **general participants**. Please read all the postings, answer the discussion questions, and provide thoughts on the different news pieces. In the replies, explain what resonates with you and why. Identify and explain a point of view that may be missing from the conversation. Responses should be a minimum of 100 words. Please be clear, thoughtful, and succinct in your responses. More words does not always equate to a stronger response.

**Insights, Reflections, Analysis** (referred to as IRA in the schedule)
IRA’s are designed to help students gain new understanding about the readings through basic research of materials that amplify the week’s course topic, and finding connections to personal experiences. In general, the assignment should include the following:

1. **Insights**: List and briefly explain new insights acquired about the week’s specific student demographics.
2. **Reflections**: Find an additional scholarly resource such as a book, book chapter, or article from a peer-reviewed journal published within the past six years that discusses similar thoughts, ideas, or themes to further amplify the topic. Write 2-3 paragraphs explaining how the new resource connects with the topic. Please do not simply provide a summary of the article. Instead, explain the relevance of the resource and how it supports or conflicts with the week’s readings.
3. **Analysis**: Relate this week’s readings to a specific experience you have had with the topic.

Each IRA will have specific instructions listed within each module specifying response length. A template for how to format the assignment has been provided in Canvas. In general, each IRA should be a minimum of 300 words excluding citations and references formatted according to APA standards. Complete IRA’s independently and then submit to Canvas on the assigned date. See the course schedule for specific deadlines. IRA’s can easily be completed
ahead of schedule for those who are looking to adjust the schedule for personal and professional reasons.

**Reflective Essay**

Complete the “search and find” exercises as outlined in Module 10. Write a reflective essay on what you learned about students in crisis as it relates to food/shelter insecurity and mental health issues. Essay should be a minimum of 300 words and no more than 500 words, double-spaced, with 1” margins.

**Literature Review**

**Page Length: 8-10 pages for masters students; 10-12 pages for doctoral students**

The purpose of a literature review is to obtain an in-depth understanding of a specific population of interest that is related to American college students as covered in this course. No more than 2 students may select the same student population - indicate your selection on Canvas by November 10.

The paper should include the following:

- **Introduction** describing the purpose and scope of the paper (no more than 1 page).
- **Review** of peer reviewed journal articles and/or scholarly books. Course readings and textbooks do not count towards the minimum required sources, but may be referred to as part of the assignment. This section should not read like 8 mini book reports. Instead, please share the themes, patterns, and (if applicable) conflicting information revealed through the literature. (3-4 pages).
  - **Masters students:** Review a total of 8 peer reviewed journal articles and/or scholarly books; 4 of which were published within the last six years.
  - **Doctoral students:** Review a total of 10 peer reviewed journal articles and/or scholarly books; 5 of which were published within the last six years.
- **Discussion** of insights gained regarding the topic. Include a discussion on how the literature may be used or should be used by student affairs professionals to promote student success, as well as general implications for future practice or research. (3-4 pages).
  - **Doctoral students:** Please also include a discussion of how the literature should be or could be utilized by different institutional types.
- **Conclusion** which summarizes the paper including recommendations and implications for the future (1 page)

The final product should be a minimum of 8 pages and no more than 10 pages for masters students; 10-12 pages for doctoral students. Format the paper according to APA guidelines (7th edition). Please include a cover page and a reference page (these items do not count towards the page requirement). Submit the assignment online via Canvas during finals week on the assigned date.
IMPORTANT POLICY INFORMATION

Succeed at UNT
Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

COVID-19 Updates
For the latest UNT updates related to COVID-19, please visit healthalerts.unt.edu. There you will find the UNT COVID hotline and detailed information on what to do if you have been exposed to COVID-19.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Disability Accommodation
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA
notices of accommodation should be provided as early as possible in the semester to avoid any
delay in implementation. Note that students must obtain a new letter of accommodation for
every semester and must meet with each faculty member prior to implementation in each class.
Please email documentation to APPLY.ODA@UNT.EDU or upload documentation via AIM Student
Portal. Faculty members have the authority to ask students to discuss such letters during their
designated office hours to protect the privacy of the student. For additional information see the
Office of Disability Access website at http://www.unt.edu/oda You may also contact them by
phone at 940.565.4323.

Food & Shelter Insecurity
Any student is experiencing difficulty affording groceries or accessing food to eat every day, or
who lacks a safe and stable place to live, and believes this may affect their performance in the
course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409
or by calling 940-565-2648.

The UNT Food Pantry is located in Crumley Hall and currently taking online orders for curbside
pick-up. Visit their website to schedule a pick-up.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of
record. All records such as exams, answer sheets (with keys), and written papers submitted
during the duration of the course are kept for at least one calendar year after course completion.
Course work completed via the Blackboard online system, including grading information and
comments, is also stored in a safe electronic environment for one year. Students have the right
to view their individual record; however, information about students’ records will not be divulged
to other individuals without proper written consent. Students are encouraged to review the
Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and
the University’s policy.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your
instructor as soon as possible.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual
harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or
someone you know) has experienced or experiences any of these acts of aggression, please
know that you are not alone. The federal Title IX law makes it clear that violence and
harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained
to support you in navigating campus life, accessing health and counseling services, providing
academic and housing accommodations, helping with legal protective orders, and more.
UNT's Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Esther Oppong is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

**Student Perceptions of Teaching (SPOT)**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email spot@unt.edu.

**Withdrawals and Incompletes**
Student sometimes have a need to withdraw from a class because of personal or academic reasons. [Click here for deadline dates](http://deanofstudents.unt.edu/resources).

Students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an “incomplete”.