Instructor Information:
Uyen ("win") Tran-Parsons, Ph.D. (she/her)
940-565-4873 (office)
Uyen.Tran@unt.edu
Office Location: Matthews Hall 214
Office Hours: By appointment WTh, 12 - 3 pm. Please email to schedule an appointment.
Zoom Meeting ID: 299 748 295

Graduate Assistant:
Mallory Moore (she/her)
Doctoral Student, Higher Education Program
Mallory.Moore@unt.edu. Please email to schedule an appointment.

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 the library database.
CO 6: Synthesize and critically analyze scholarly materials for use in individual writing assignment.
CO 7: Communicate conceptual and creative concepts clearly through course discussion.
CO 8: Prepare and deliver messages with a specific intent through group and individual presentations
CO 9: Formulate a point of view and defend it through in-class group discussions
CO 10: Apply 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

Course Reserves: library.unt.edu
Course reserves provides 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 5210F21 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: AVAILABLE HELP & SUPPORT
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. They are located in Sage Hall Room 150. 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 (face-to-face or online) per day. **Please note that midterms (in October) 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</td>
<td>Willis Library provides access to important academic books, journals, and</td>
</tr>
</tbody>
</table>
and their Librarians

magazines needed for this class. The College of Education Library Liaison is Jo Monahan (Jo.Monahan@unt.edu). I highly recommend 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.

Additionally, the library offers laptops for checkout, printing/scanning services, and group study rooms.

Tutors and Academic Coaching

The Learning Center offers numerous academic support services - most useful for this course would be Academic Coaching and Speed Reading.

The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to learn more about their services.

Counseling

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 confidential individual and group counseling. Visit their office in Chestnut Hall Suite 311, or call 940-565-2741 to set up an appointment.

Group Counseling Opportunities for Fall 2021
- Thriving in Graduate School - Friday's at 1 pm via Zoom
- Grief Relief - Wednesdays at 11 am via Zoom
- International Student Support Circle - Bi-weekly Wednesdays at 12 pm in Marquis Hall 130 and via Zoom
- Latinx Support Group - Tuesdays at 3 pm via Zoom
- QTBIPOC - Wednesdays at 3 pm via Zoom
- Invincible Black Women - Mondays at 2 pm via Zoom
- First Gen Students Support Circle - Biweekly Tuesdays at 1 pm via Zoom

WHAT CAN I EXPECT TO HAPPEN IN CLASS?

Each week, you can expect to be actively engaged in discussions and in-class activities. In an effort to meet varying learning styles, there will be a mix of independent reflections, sharing with partners, and team-based problem solving activities. Two to five student subpopulations will be discussed each week. We will be able to cover more ground and have deeper discussion when everyone completes the readings ahead of time.

Preparing for class
To help prepare each week, you will need to complete course readings before the start of class. There are no expectations for you to be able to recite specific dates and figures. In general, I hope you will

1. **Read**: What is the topic? Read the abstract. Who is the author? Look up who they are if you are unfamiliar with their work. Read the introduction and the discussion section of the article or chapter to get a general idea of what the article is about. Then, read the
article or chapter from start to finish. Circle words that are unfamiliar so you can go back and look up the definitions.

2. **Take notes**: What are the characteristics of each student subpopulation that will be important to discuss in class? Avoid highlighting everything. Write down questions you have about the readings. Take note of anything that is unclear. While it may take less time to type your notes, I would argue that it may be easier to remember information if you actually write it out.

3. **Reflect**: Re-read your notes. Fill in anything that is unclear to you. Think about how the new information compares to your own college experience. What differences do you see and what accounts for those differences? How do the readings affirm what you know or contradict what you know? Do you have a particular perspective about the topic that others in the class may not have?

Because you are likely taking several classes in one semester, but reading several days ahead for class, I suggest glancing through your notes one more time before class begins to refresh your memory.

**Cell Phones, Laptops, and Other Devices**
The use of laptops in class is permitted and encouraged except during peer presentations. However, it is important to recognize your own limitations. If the impulse to check email, social media sites, or any other of your favorite websites is too much for you, please do not use a laptop. If you are found engaging in activities not related to class, you will be asked to leave class.

The ringer on your cell phone should be turned off during class. We all have important obligations outside of school, so please speak with the instructor before class if you personally or professionally need to be on-call. **The use of cell phone cameras is prohibited in the classroom.** Please write down any information you would like to remember for later as opposed to taking a picture of it with your phone. Lastly, recording devices are prohibited in the classroom unless needed as part of an accommodation. Please do not share any recordings obtained for an accommodation.

**GRADES & ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>College Choice Essay</td>
<td>A 90-100%</td>
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<tr>
<td>Team Taught Lesson</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Research Article Annotations</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>Student Interview &amp; Analysis</td>
<td>&lt; 69% see instructor</td>
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</table>
Late Assignments
There are many unknowns this semester with the current pandemic. I understand there may be times when you are ill or must quarantine/isolate. I expect everyone will do their best to meet deadlines. Please see the course schedule for specific assignment due dates. **Late assignments will be accepted until the last regular class day, December 1.** Late submissions of the final poster presentation will not be accepted.

**COURSE ASSIGNMENTS**

**College Choice Essay**
Page Length: 2-3 pages, partners will be assigned

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? Connect your argument to the readings and concepts presented in class. Submit the final essay online using the link provided in Canvas.

**Team-Taught Lesson**
Presentation Time: 45-60 minutes, select your team and topic on Canvas
Working in small groups, you will design and implement a lesson plan to engage classmates in discussion over two college student subpopulations. The lesson plan will include:

- a lesson objective
- an outline of how the time will be utilized,
- detailed instructions for an interactive activity, and
- 1-2 examples of existing programs that exceptionally meet the needs of the student population.

The outline will be completed and submitted ~ 2 weeks prior to the implementation date giving each group plenty of time to practice and prepare. There will be a deduction of half a letter grade if an outline is not submitted ahead of time for review.

Should the university move to online courses during the pandemic, team-taught lessons will continue online via Zoom.

**Final Project**

As a student affairs professional, you will be called to serve based on your expertise of students. This project will help you refine your expertise with a specific student subpopulation of your choice.

Indicate your selection on the sign-up sheet on Canvas. No more than 2 people may select the same student subpopulation.

**Part I - Research Article Annotations**

Page length: 6-12 pages excluding cover page for master’s students; 8-14 pages excluding cover page for doctoral students

Select peer-reviewed journal articles (excluding articles assigned for class) about a college student subpopulation of your choice. Create a research article annotation for each journal article.

- **Master’s students** select 6 peer-reviewed journal articles; 3 of which were published within the past six years
- **Doctoral students** select 8 peer-reviewed journal articles; 4 of which were published within the past six years.

Please include the following:

- A full citation of the article at the top of the page formatted according to APA guidelines,
- Summary of the article’s main themes (1 paragraph),
- Analysis of the article explaining how the author supported conclusions drawn (1-2 paragraphs); and
- Brief critique demonstrating the relevance of the article to the field of higher education (1 paragraph).

Each annotation should be 1-2 pages. Use a page break between each annotation and submit all annotations as one document to Canvas.
Part II - Student Interview & Analysis
Page length: 1-2 pages

Identify a university student currently enrolled at a 2- or 4-year institution who identifies with the student subpopulation selected for the project. Ask if they would be willing to meet with you two times during the semester for an interview. The goal of each interview is to learn more about their college experience. Each interview will likely take 30-60 minutes and may occur in person or via Zoom.

Prior to each meeting, create a list of at least 3 potential interview questions so that your time together will be maximized. Questions that are open ended will yield more information for you. Be prepared to take notes to record their responses. You may ask the students permission to audio record the meeting. However, please do not use video recordings for this interview.

A form will be provided to share with the student detailing the purpose of the interview and time commitment for the project. Their participation is strictly voluntary and an alias will be used for each student interviewee. Information acquired for the project is intended for classroom learning only and will not be shared beyond the context of this class.

After the interview, review your notes. What are the themes and sub-themes you can identify? How does the student interview compare with what was learned through the literature? Submit an outline of your analysis to Canvas so that I can review your progress.

Part III - Poster Presentation
Bringing together what you learned in Parts I and II, design a poster explaining the characteristics of your chosen student subpopulation and the uniqueness of their college experience. The poster should include a title, introduction, brief review of the literature, discussion of the key points or characteristics of the student subpopulation, and concluding remarks that discuss how this information will impact practice. A detailed outline of the poster presentation layout can be found on the canvas page, as well as an example of a poster to demonstrate how information should be formatted. Additional details regarding this project will be shared in class.
## COURSE SCHEDULE
*all readings and assignment due dates are subject to change

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic &amp; Required Readings</th>
<th>What’s Due Today?</th>
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<tbody>
<tr>
<td>8/25</td>
<td><strong>Course Introduction</strong>&lt;br&gt;<strong>College Choice Process</strong> (to be discussed in class)&lt;br&gt;Renn, K. A., &amp; Reason, R. D. (2013). The college choice process. In <em>College students in the United States: Characteristics, experiences, and outcomes</em> (28-42). Jossey-Bass.&lt;br&gt;Read on your own:&lt;br&gt;BSRC Ch. 1-2 (to be discussed in two weeks)</td>
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<td>9/8</td>
<td><strong>Becoming a Student-Ready Campus</strong>&lt;br&gt;BSRC Ch. 3-5&lt;br&gt;<em>In-Class Discussion will be about the entire book</em></td>
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<td>9/22</td>
<td><strong>The Not-So-Obvious</strong>&lt;br&gt;<em>Veterans and Military- Connected Students</em> SEHE Ch. 20&lt;br&gt;In-Class Guest speaker, Jonathon Sanders&lt;br&gt;Ph.D. Students in the Higher Education Program (<em>continue to next page</em>)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>9/29</td>
<td>Library Instruction Session</td>
<td>Meet in Willis Library, Room 130 (computer lab towards the back of the 1st floor)</td>
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<td></td>
<td>Select Student Subpopulation for Final Project</td>
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| 10/6   | The Highly-Involved Students                                            | **Student Athletes**  
SEHE Ch. 15  
|        |                                                                              | **Students in Greek Letter Organizations**  
| 10/13  | The New Traditional                                                    | **In-Class Guest Speaker:** Dr. Michelle Kelly-Reeves  
Director, Health & Wellbeing Initiative at Texas Woman's University  
**Poor & Working Class Students**  
SEHE Ch.18  
**Student Parents**  
SEHE Ch. 22 (*continue to next page) |
<p>|        |                                                                              | Team Taught Lesson #3                                                                                                                                                                |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>10/27</td>
<td>Engaging Students of Color &amp; LGBT Students</td>
<td>Students of Color&lt;br&gt;SEHE Ch. 2&lt;br&gt;Multiracial Students&lt;br&gt;SEHE Ch. 3&lt;br&gt;Indigenous Students&lt;br&gt;SEHE Ch. 5&lt;br&gt;Queer &amp; Trans Students&lt;br&gt;SEHE Ch. 10 - 11&lt;br&gt;Barnard Center for Research on Women. (2014, May 13). <em>Dean Spade: Why do trans women belong at women's colleges?</em> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=YZK0nU70-t8">https://www.youtube.com/watch?v=YZK0nU70-t8</a>.&lt;br&gt;Mobley, S. J., &amp; Johnson, J. M. (2015). The role of HBCUs in addressing the unique needs of LGBT students. <em>New Directions for Higher Education</em>, (170), 79-89.</td>
</tr>
<tr>
<td>11/3</td>
<td>Higher Ed Law Conference</td>
<td>No Regular Class Mtg. Please choose 2 conference sessions to attend (any day, Monday - Wednesday)</td>
</tr>
</tbody>
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1. Work on final posters independently.
   a. Instructors will be available via Zoom beginning at 4 pm for individual assistance. Please sign up for a time slot on Canvas.
2. Complete the survey on Canvas indicating whether your final presentation will be recorded or via Zoom.

Students in Various Forms of Crisis
*Content Warning: One of this week’s readings discusses sexual violence.


Student Affairs NOW. (2021, February 9). College Student Basic Needs [Video file.] Retrieved from https://studentaffairsnow.com/basic-needs/


Undocumented Students SEHE Ch. 8

11/24 No Class - Thanksgiving
Work on Final Poster Presentation

12/1 Poster Presentations
● Option 1: Recorded video
● Option 2: Live presentation via Zoom

12/8 Finals Week - No class meeting
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

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 accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. 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 Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

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. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide additional resources that she may possess.

LGBTQIA Support
We can assist in connecting you with resources on campus to address challenges you may face pertaining to sexual orientation and/or gender identity that could impact your success at UNT. If comfortable, we are here to help and available to listen and support you in an affirming manner. Please note that the Pride Alliance is located in the University Union, Room 372; open Monday through Friday, 8 am - 5 pm. You may contact their staff members by calling 940-565-2589 or emailing pridealliance@unt.edu. We encourage you to connect with their incredible staff.

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. Because of Texas Senate Bill
212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

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: https://studentaffairs.unt.edu/survivor-advocate. UNT’s Student Advocate 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 or email spot@unt.edu.

**Withdrawals and Incompletes**

Students sometimes have a need to withdraw from a class because of personal or academic reasons. Click here for deadline dates.

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”.