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 student.

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: 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 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 5210F19 when prompted. Do not share this password with those who are not in the class.

Recommended Textbook
Publication manual of the American Psychological Association (6th 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:

| Writing Lab | 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 GradWriting@unt.edu. Graduate students may receive up to 1 hour of one-on-one tutoring (face-to-face or online) per day.

**Please note that midterms and the end of the semester are the**
<table>
<thead>
<tr>
<th><strong>Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.</strong></th>
</tr>
</thead>
</table>
| **Willis Library and their Librarians** | Willis Library provides access to important academic books, journals, and magazines needed for this class. **Distance learners** may have library owned materials delivered at no charge. 

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, Tutoring (available online!), 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 setup an appointment. |

### 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 two small groups. You will work with this group all semester. Each week a “Group Discussion” occurs, please individually respond to the week’s discussion questions, and then respond to at least two peers within the group. It is recommended that you individually respond to the module questions by Friday so that other group members can respond by Monday’s deadline.

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.

**GRADES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Your Grade</th>
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<tbody>
<tr>
<td>Participation in Group Discussions</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>College Choice Essay</td>
<td>10 points</td>
<td></td>
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<tr>
<td>IRA #1</td>
<td>10 points</td>
<td></td>
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<td>IRA #2</td>
<td>10 points</td>
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<tr>
<td>IRA #3</td>
<td>10 points</td>
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<tr>
<td>Campus Program Redesign</td>
<td>5 points</td>
<td></td>
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<tr>
<td>Reflective Essay</td>
<td>5 points</td>
<td></td>
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<tr>
<td>Literature Review</td>
<td>20 points</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100 POINTS</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>Begins Monday</th>
<th>Module Number: Topic/Chapters</th>
<th>What’s Due Today? by 10 am</th>
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</table>
| 8/26 - 9/2    | **Module 1: Class Introductions**  
Independently review syllabus.  
Introduce yourself to the class (located under Module 1 in Canvas)  
Begin reading SEHE, Ch. 10 | Group Disc #1 (due 9/2) |
| 9/2 - 9/9     | **Module 2: College Choice Process**  
*Please do not begin reading the BSRC text until the above reading and the week’s assignment has been completed:  
BSRC Ch. 1-2 (**to be discussed in Module 4)** | College choice essay (due 9/9) |
| 9/9 - 9/16    | **Module 3: Introduction to Student Engagement**  
SEHE Ch. 1  

Recommended, but not required:
The Pell Institute – *Demography is not Destiny: Increasing the graduation rates of low-income college students at large public universities*

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<thead>
<tr>
<th>Date</th>
<th>Module Title</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>9/16 - 9/23</td>
<td><strong>Module 4: Becoming a Student-Ready Campus</strong></td>
<td>Group Disc #2 (9/23)</td>
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<tr>
<td></td>
<td>BSRC Ch. 3-5</td>
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<td></td>
<td><em>Group Discussion will be about the entire book</em></td>
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<tr>
<td>9/23 - 9/30</td>
<td><strong>Module 5: Varying Expectations</strong></td>
<td>IRA #2 (9/30)</td>
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<td><em>Generations</em></td>
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<td></td>
<td><em>Parents &amp; Families</em></td>
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**Beginning this week, we'll work in two week increments. Each module will cover 6-8 readings plus 1 assignment. It is strongly recommended that readings be completed within the first 7 days of the 14-day timeframe. This is especially important for weeks that include a Group Discussion.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Module Title</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>9/30 - 10/14</td>
<td><strong>Module 6: The Academics</strong></td>
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<td><em>Graduate Students</em> SEHE Ch. 21</td>
<td>Group Disc #3 (9/14)</td>
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<td></td>
<td><em>International Students</em> SEHE Ch. 7</td>
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<td><em>Honors Students</em></td>
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<tr>
<td>Date</td>
<td>Module/Topic</td>
<td>Reading/Resource</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>10/28</td>
<td><strong>Insiders - Student Athletes, &amp; Students in Greek Life Organizations</strong></td>
<td>historically black colleges and universities (HBCUs): An exploratory study. *The Journal of Negro</td>
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<tr>
<td></td>
<td></td>
<td>college environment on honors students’ outcomes. <em>Journal of College Student Development, 53</em>(6),</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended additional reading (not required):</strong></td>
<td>Darolia, R. (2014). Working (and studying) day and night: Heterogeneous effects of working on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEHE Ch. 17 &amp; 20</td>
</tr>
<tr>
<td>11/11</td>
<td><strong>LGBT Students</strong></td>
<td>framework to analyses of barriers and institutional support structures for student veterans. <em>Journal</em></td>
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<tr>
<td></td>
<td></td>
<td>Of Higher Education, 86*(1), 71-97</td>
</tr>
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<td></td>
<td></td>
<td>National Student Clearinghouse Research Center - Transfer &amp; Mobility</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.luminafoundation.org/resources/transfer-and-mobility">http://www.luminafoundation.org/resources/transfer-and-mobility</a></td>
</tr>
<tr>
<td></td>
<td><strong>First-generation students</strong></td>
<td>Barnard Center for Research on Women. (2014, May 13). *Dean Spade: Why do trans women belong at</td>
</tr>
<tr>
<td></td>
<td></td>
<td>women’s colleges? [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=YZK0nU70-t8">https://www.youtube.com/watch?v=YZK0nU70-t8</a>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mobley, S. J., &amp; Johnson, J. M. (2015). The role of HBCUs in addressing the unique needs of LGBT</td>
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<tr>
<td></td>
<td></td>
<td>analysis of first generation college</td>
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</table>
### 11/11 - 11/25
**Module 9: Engaging Students of Color**
- **SEHE Ch. 2, 3, 4, 6**

**Men and Masculinity**

**Recommended, but not required:**
- SEHE, Ch. 5 Engaging White students on multicultural campuses

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**11/25 - 12/9**
**Module 10: Students in Various Forms of Crisis**

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

- **SEHE Ch. 14 Students who are homeless**
Watch DPL Keynote: Sara Goldick-Rab  

| **12/9-12/12 (Mon - Thurs)** | **Finals Week**  
*No class meeting  
Literature Review should be submitted through Turnitin. It will provide you with a similarity report.  
Literature review (due 12/12 by 12 noon) |
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)
In group discussion #1, we’ll spend the week getting to know one another. Follow the prompts, and introduce yourself to the class.

For all other group discussions, we will focus on the week’s readings. The class will be divided into two small discussion groups. Within each discussion group, 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-pages in length (double-spaced). The discussion leader will provide highlights about readings including similarities across readings and conclusions reached by the author(s). Then, to conclude the post, the discussion will pose a minimum of 2 questions for further group discussion. The summary may be presented in paragraph form or bullet form.

- **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 1-page, double-spaced, summary of the news piece should be provided for class review (approximately 250 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 news piece. In the replies, consider explaining what resonates with you and why. 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 additional scholarly resources 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 resources connect 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. The more student groups addressed in the module, the longer the IRA submission. 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.

**Campus Program Redesign**
Select a student program offered by a student service functional area at a 2-yr. or 4-yr. institution. Focusing on one of the week’s student populations (LGB students, transgender students, first-generation students, or students with disabilities), redesign the student program to be inclusive and welcoming of the selected student population. Address the following questions:

- What aspects of the program discourage participation from the selected student population, and why?
- What recommendations do you have for redesigning the program? (Your recommendations must be backed by current higher education research).
- What resources are needed to redesign the program (financial resources, human resources, change in facilities, etc.)?
- How could the recommendations positively impact persistence and retention of the selected student population?

Paper should be 3-4 pages and include a minimum of 3 scholarly sources. Include citations and references formatted according to APA standards. The cover page and reference page do not count towards the minimum page requirement. Use 1” margins and 12-point font.
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.

The paper should include the following:

- **Introduction** describing the purpose and scope of the paper (no more than 1 page).
- **Review** of at least 8 peer reviewed journal articles and/or scholarly books; 4 of which were published within the last six years. 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).
  - **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 what insights you have 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. 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

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.

**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.

**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_0. Renee LeClaire McNamara 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 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.

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”.