EDHE 5210: College Student Demographics

College of Education – Program in Higher Education
Fall 2014   Mondays, 5:30 – 8:20 PM   Wooten Hall 112

Instructor: Uyen Tran-Parsons, Ph.D.   Office Hours: MW; 1-4 pm
Phone: 940.565.4873 (office)   By appointment preferred
940.597.8997 (cell)   Office Location: MGV 122
Email: Uyen.Tran@unt.edu

DESCRIPTION OF THE COURSE
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 that will affect their college experience.

EXPECTED LEARNING OUTCOMES
At the completion of this course, students will demonstrate the ability to:

1. Describe the general characteristics of today’s American college students, including various subpopulations of college students
2. Identify current issues related to today’s American college student
3. Describe the effect of schools, counselors, family, and other influential people have on student’s college going choice.
4. Analyze and apply research literature related to college student demographics, culture and institutional practices.
5. Explain how important college decisions are made by various student groups
6. Understand and correctly follow APA guidelines for writing assignments

REQUIRED TEXTBOOKS

**Other readings/resources for the course:**


The Chronicle of Higher Education (free access available through the UNT Library)


**COLLEGE OF EDUCATION ADA NON-DISCRIMINATION POLICY**
The University Of North Texas does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of its programs and activities as specified by federal laws and regulations.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution’s academic and employment requirements. Please contact the Office of Disability Accommodations to obtain a letter which outlines what reasonable accommodations should be made in order for you to be successful in the classroom. Accommodations are NOT retroactive and assignments completed before receiving a letter of accommodation will not be re-graded.

**ACADEMIC DISHONESTY AND ACADEMIC MISCONDUCT**
As discussed in the UNT Graduate Catalog ([www.unt.edu/catalog/grad](http://www.unt.edu/catalog/grad)):

> A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT’s policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all
participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online at http://vpaa.unt.edu/academic-integrity.htm

All papers written for this class should use APA (6th edition) citation for sources and references. Students are expected to be aware of plagiarism (using another person’s ideas or writings as one’s own) and refrain from this practice. Also, no work is to be submitted that has been used in another class. Any act of academic dishonesty will have direct impact on the grade for the assignment, the course or both.

A student who chooses to engage in any type of academic dishonesty will receive an automatic zero for the assignment and will be referred to the Academic Integrity Officer. Depending on the severity of the violation, may result in more serious academic penalties including failure of the course. Consult the UNT graduate catalog for additional information.

**RELIGIOUS HOLIDAYS**
If you will be absent from class in observance of a religious holiday, please notify the instructor as soon as possible. It is the responsibility of the student to obtain class notes from a peer when missing class. Please coordinate with the instructor to submit assignments in a timely manner.

**STUDENT BEHAVIOR IN THE CLASSROOM**
Any behavior that interferes with the instructor’s ability to conduct class or other students’ ability to learn is unacceptable and will not be tolerated in the classroom or online classroom. Disruptive behavior includes cell phones ringing, talking during lectures/presentations, and/or leaving class early.

Students engaging in unacceptable behavior will be asked to leave the classroom and the situation will be referred to the Center for Student Rights and Responsibilities. It is the student’s responsibility to understand the Student Code of Conduct which can be found at [http://www.unt.edu/csrr/](http://www.unt.edu/csrr/).
EAGLE CONNECT
All UNT students should activate and check regularly 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. If another email server is preferred, it is the students responsibility to have emails automatically forwarded to the preferred account.

SETE
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Faculties are very interested in the feedback they get from students, as we work continually to improve our teaching. Completion of SETE is an important part of your participation in this class.

CLASS SCHEDULE  
*Schedule is subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings before class</th>
<th>Assignments due</th>
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</table>
| 8/25 | • Introduction  
• Syllabus overview  
• College going process |                     |                 |
| 9/1  | Labor Day ~ No Class |                     | Syllabus Test on Blackboard |
| 9/8  | • Class discussion on Reflective Essay #1  
• Demographic Trends, Generational Differences | Gohn & Albin (2006) Ch. 2 | Reflective Essay #1 and oral presentation |
| 9/15 | • First Generation Students  
• High Achieving Students  
• Transfer Students | Gohn & Albin (2006) Ch. 5, 6, 14 |                 |
| 9/22 | • African American Students  
• Native American Students  
• Group meeting time for Exemplary Student Program Project | Gohn & Albin (2006) Ch. 4, 8 | Choice for Exemplary Student Program |
<p>| 9/29 | • Student Athletes | Gohn &amp; Albin (2006) | Reflective Essay #2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/6</td>
<td>Students Living On-Campus</td>
<td>Ch. 3, 11, 12</td>
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<td>Students Greek Letter</td>
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<td>Organizations</td>
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<td>10/6</td>
<td>Latino Students</td>
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<td>Asian Students</td>
<td>Ch. 15, 17</td>
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<td>10/13</td>
<td>Research Day</td>
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<td>10/20</td>
<td>Student Veterans</td>
<td>Gohn &amp; Albin (2006)</td>
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<td>Nontraditional Students</td>
<td>Ch. 9, 10</td>
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<td>10/27</td>
<td>Presentation Day</td>
<td>Exemplary Student Service Presentation</td>
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<td>LGBT Students</td>
<td>Ch. 13, 16</td>
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<td>Ch. 7</td>
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<td>See articles on Blackboard</td>
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<td>11/17</td>
<td>Special Issues:</td>
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<td>-Parental Involvement</td>
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<td>-Substance Abuse</td>
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<td>11/24</td>
<td>Persistence, Retention,</td>
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<td>Departure</td>
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<td>12/1</td>
<td>Flex Day</td>
<td>Final Paper Due by 5:30 pm</td>
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<td>12/8</td>
<td>Finals Week – No Class</td>
<td>Complete SETE online</td>
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GRADES

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Two Reflective Essays (5 pts each)</td>
<td>10</td>
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<tr>
<td>Oral presentation on reflective essay #1</td>
<td>5</td>
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<tr>
<td>Exemplary Student Service Presentation</td>
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<tr>
<td>Class Participation &amp; Attendance</td>
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<td>Includes “In the news” task and syllabus test</td>
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<tr>
<td>Final Paper*</td>
<td>35</td>
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<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
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*Final papers are due on December 1 at 5 pm submitted via Blackboard. Late papers will not be accepted and will receive no credit.

Class Participation and Attendance
Because of our small class size, it is vitally important that you attend every class. The success of the class depends on everyone being on time and ready to work. We will spend much of our time discussing the readings. This enables you to hear opinions that both coincide and differ from your own in order to actively participate in your education. Each student is expected to prepare two discussion questions for every class that will serve as a launching point for class discussion. 25% of your grade is based on participation, so it is vital that you come to class prepared. We will not spend time in class reviewing the readings.

In addition, you are expected to remain fully engaged throughout the class. That means no texting, Web searching or other such distractions unless they are directly related to course assignments. Taking notes on a laptop or netbook are acceptable, but not during class presentations.

If you need to miss class, I expect that you will notify me as soon as possible just as you would in the workplace to your supervisor. I can easily be reached by email or phone. An absence from class has an impact on everyone. You will be responsible for getting the information missed from your classmates. If you need to miss more than 2 classes, I advise you to take this course at another time.

In the News
Each student will be required to bring a news article to class in relation to the assigned class topic. Articles must be taken from Inside Higher Ed or The Chronicle of Higher Education and occurred within the past three months.
Reflective Essays
Everyone has a different process for choosing the “right” school for them. The reflective essays will allow you the opportunity to reflect on your own college experience.

Two reflective essays will be completed during the first month of the class. Each assignment should be a minimum of 2 full pages but no more than 3 full pages, double-spaced, 12-point font.

Grading criteria: Each assignment will be evaluated on
1) Thoughtfulness of your idea
2) Organization of your ideas
3) Content & Clarity
*Three points will be deducted for late essays.

Reflective Essay #1: Different People, Different Processes
For this assignment, you will be paired with a student you have not met previously or do not know well. Interview your partner and write about the process your partner went through to apply for college. Your essay should concentrate on the similarities and differences between the experiences and how these characteristics might have affected your final college choice outcomes. Include social capital, cultural capital, and socialization. How did the influence of family and peers impact you? What did you do to make that a viable choice for yourself?

Reflective Essay #2: My Experience, My Evolution
College is often described as a “life altering” experience. Think about your time in college and how you evolved as a person. Highlight two to three experiences and/or challenges that impacted the person you are today. In what ways did you change mentally, emotionally, physically, and/or spiritually?

Exemplary Student Program
In groups of 2, choose a student program for a specific student subpopulation that you deem to be exemplary. Evaluate the program by visiting the program’s web site,
program publications, visiting with the staff (in person or via email/phone/Skype), and others publications (such as journals or books that mention the program). Complete a review of the literature on what constitutes an exemplary program in that particular area and what the current trends and challenges are for that area.

Each group will create a **15-20 minute** presentation on the service and must include the following criteria: 1) visuals such as Prezi presentation or video; 2) description of the program; 3) evidence of excellence backed by research; and 4) brief description of challenges (if any).

Please choose a program in one of the following areas by **9/22**:

- Veteran Services
- Disability Services
- Commuter/Off-Campus Services
- Non-traditional Student Services
- First/Sophomore/Senior Year Experience
- International Student Support Services
- Honors College
- Multicultural Affairs
- Women/Gender Services
- Graduate Student Services
- Health Education Services

**Grading:**
1) 1 point will be deducted for presentations that go over the allotted timeframe.
2) Each student will complete an evaluation on their partner and his/her ability to work well as a team. (10/30 points)
3) The remaining 20 points will be an evaluation from the professor on the presentation itself. You will be evaluated on time management, quality of the presentation, and ability to meet expectations as stated above.

**Final Paper**
The purpose of the final project/paper is to develop an in-depth understanding of a specific population of interest that is related to American college students as covered in
this course. Include an analysis of the current literature in relation to your topic. Paper should be a minimum of 10 pages and no more than 12 pages long (does not include references, appendixes, or cover page). Please format the paper according to APA guidelines. A minimum of 10 references should be utilized. This does not include the books and journals assigned for this class.

Grading Criteria:

1) Completion of a current search of the literature (within the pages 5 years) including academic publications and peer reviewed journals
2) Materials used in the paper are clearly relevant to the chosen topic
3) Quality of overall writing; should be logically organized including an introduction and conclusion
4) Meets APA formatting requirement (do not include cover page)

Students are required to submit this written assignments to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information.