EDHE 5210.002 College Student Demographics
College of Education – Program in Higher Education
Fall 2015 • Tuesdays, 5:30 – 8:20 PM • Wooten Hall 312

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Email: Uyen.Tran@unt.edu  Office Location: MGV 122

DESCRIPTION OF THE COURSE
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 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. Explain how important college decisions are made by various student groups
3. Identify current issues related to today’s American college student
4. Analyze and apply research literature related to college student demographics,
culture, and institutional practices.
5. Illustrate and correctly follow APA guidelines for writing assignments

REQUIRED TEXTBOOKS
There is no required textbook for this course. All readings are online through:

- Course Reserves: Go to library.unt.edu. Select “Course Reserves” on the right
  side of the screen. Enter the course number. Use password EDHE5210 when
  prompted. Do not share this password with those who are not in the class.
Course guides: [http://guides.library.unt.edu/edhe5210](http://guides.library.unt.edu/edhe5210) for journal articles

Blackboard: Under “Course Content”. These readings are not available through the library. Some readings are available through Blackboard as indicated on the syllabus.

All listings are intended for class use and should not be duplicated in a way that would violate copyright law.

**RECOMMENDED TEXTBOOK**

*Publication manual of the American Psychological Association* (6th ed.)
# CLASS SCHEDULE

*Schedule is subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Due Dates</th>
<th>Read before class</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Introductions &amp; syllabus overview College choice process</td>
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| 9/1  | Millennials Parents & Families  
*Due: College choice essay + presentation* | ▪ Coomes & Debard (2004)  
▪ Levin & Dean (2012)  
▪ Pizzolato & Hicklen (2011) |
| 9/8  | Demographic Trends – part 1  
*Due: Institutional briefing + presentation* |  |
| 9/15 | Demographic Trends – part 2  
First Generation Students Transfer Students | ▪ Gupton, Castelo-Rodriguez, & Quintanar (2009)  
▪ McCoy (2014)  
▪ Ward, Siegel, & Davenport (2012)  
▪ Monaghan & Attewell (2015)  
▪ NSCRC Transfer & Mobility |
| 9/22 | Students Living On-Campus Student Athletes  
*Guest speaker: Chris Evans*  
Honors/High Achieving Students  
*Guest speaker: Janet Veal* | ▪ Nathan (2005)  
▪ Umbach, Palmer, Kuh, & Hannah (2006)  
▪ Gayles (2015)  
▪ Hebert & McBee (2007)  
▪ Gasman, Fluker, Commodore, & Peterkin (2014) |
| 9/29 | Minority students LGBT Students | ▪ Bingham, Quintina Bearchief Adolpho, Jackson (2014)  
▪ Crisp, Taggart, & Nora (2015)  
▪ Harper (2014)  
▪ Wells & Horn (2015) on BB  
▪ Winkle-Wagner (2010)  
▪ Abes (2012)  
▪ Campus Pride Report 2010  
▪ Garvey & Ranking (2015) on BB |
| 10/6 | Research Day – No class meeting |  |
| 10/13| Graduate Students  
International Students  
▪ Patton (2012) |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reference</th>
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<tr>
<td></td>
<td><strong>Due: Literature Review</strong></td>
<td>Springer, Parker, &amp; Leviten-Reid (2009)</td>
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<td>Fisher (2015)</td>
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<td>Hsiao-ping Wu, Gaza, &amp; Guzman (2015)</td>
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<td>Zhou, Frey, &amp; Bang (2011)</td>
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<td>Wechsler, Kuh, &amp; Davenport (2015)</td>
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<td>On Blackboard:</td>
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<td>Collins &amp; Liu (2014)</td>
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<td>Morgan, Zimmerman, Terrell, &amp; Marcotte (2015)</td>
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<td>Pascarella, Flower, &amp; Whitt (2015)</td>
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<td>10/20</td>
<td>Student Veterans Working Students</td>
<td>DiRamio &amp; Jarvis (2011)</td>
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<td>Griffin (2015)</td>
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<td>Darolia (2014)</td>
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<td>Part-time Undergraduates in Postsecondary Education</td>
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<td>Saenz &amp; Ponjuan (2009)</td>
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<td>Tillapaugh (2013)</td>
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<td>11/3</td>
<td>Meet with Partner – No Class Meeting</td>
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<td>11/10</td>
<td>Students in distress</td>
<td>Mandraccia &amp; Pendleton (2015)</td>
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<td>Guests speaker: QPR Training</td>
<td>Patton (2012)</td>
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<td>InsideTrack – Coaching for persistence</td>
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<td>Tinto – Taking Student Retention Seriously</td>
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<td>The Pell Institute – Demography is not Destiny</td>
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<td>11/24</td>
<td>Presentation Day – Part 1</td>
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<td>12/1</td>
<td>Presentation Day – Part 2</td>
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<td><strong>Due: Final paper due by 5 pm via BB</strong></td>
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GRADES

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<td>Oral presentation on college choice essay</td>
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<td>Institutional briefing</td>
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<td>Oral presentation on institutional briefing</td>
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<td>Student Subpopulation Literature Review</td>
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<td>Program Proposal + Presentation</td>
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<td>Peer Evaluation</td>
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<td>Class Participation &amp; Attendance</td>
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TOTAL POINTS 100

*Late assignments 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. 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.

Each student is expected to prepare three discussion questions for every class based the weekly readings that will serve as a launching point for class discussion. Please write down your three discussion questions and turn them in at the end of each class.

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 3 classes, I advise you to take this course at another time.**
College Choice Essay + Presentation
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.

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. The 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. Each person will give an informal presentation lasting no more than 10 minutes outlining your partners college choice process.

Institutional Briefing
Select a 2- or 4-year institution to research and report the institutions mission, core values, student population, most popular majors, graduation rates, and any other pertinent information that will aid in understanding the institutions unique attributes. Prepare a 3-4 page report using proper citations and references. Be prepared to share your findings in class. *Please utilize the sign-up sheet on Blackboard to indicate which institution you have selected. No repeats.

Literature Review
The purpose of the literature review 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. With a partner, analyze the current literature in relation to your topic. Be sure to include examples of exemplary initiatives already in existence to support your chosen population. Paper should be a minimum of 6 pages and no more than 10 pages long (does not include references, appendixes, or cover page).

Papers should be formatted according to APA guidelines. Utilize a minimum of 10 references (not including the books and journals assigned for this class).

Grading Criteria:

1) Completion of a current search of the literature 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 the written assignment to Blackboard using the Turnitin link provided.

**Program Proposal + Presentation**

In groups of 2, design a student program for a specific student subpopulation based on the completed literature review. Taking into consideration current trends and challenges for the selected student population, design a program around the values of education and advocacy with the intention of increasing retention. More details will be provided in class.

Each group will create a **20-25 minute** presentation on the service and must include the following:

- Visuals such as tables, pictures, and videos
- Description and rationale for the program
- 3-4 learning objectives
- Proposed budget and timeline to implement the program
- Explanation of possible challenges (if any)

Additionally, submit a 1-page handout outlining the presentation to the instructor the day of the presentation (print out and bring to class).

**Grading Criteria:**

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.
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.

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 without obtaining written content from the previous instructor. Any act of academic dishonesty will have direct impact on the grade for the assignment, the course or both. Consult the UNT graduate catalog for additional information.

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.
**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.

**Inclement Weather**
In the case of inclement weather, please look to www.unt.edu for updates on school closings. If the university plans to close during class time, we will not meet at all. For example, if the university plans to close at 5 pm, do not plan to attend class at 4 pm. Once the university has confirmed its closing, instructions will be posted on Blackboard as to how we will proceed with class activities. All assignments should be submitted via Blackboard **on time** even if the university is closed. Everyone is encouraged to sign up for Eagle Alert to stay informed on all university emergencies.

**Student Perceptions of Teaching**
Completion of an online students’ perceptions of teaching 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. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**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 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.

**Student Behavior in the Classroom**

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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).